

Lebanon Valley College®



*Of High Grade:  
A Sesquicentennial History  
of Lebanon Valley College*

The Rev. Dr. J. Dennis Williams H'90





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A Sesquicentennial History  
of Lebanon Valley College*

*by the Rev. Dr. J. Dennis Williams H'90*



“ **W**hereas, Rudolph Herr, John H. Kinports,  
George A. Mark, Jr., L. W. Craumer, George  
W. Hoverter, and others...bought the Annville  
Academy...and presented the same to the East Pennsylvania  
Conference of the Church of the United Brethren in Christ,  
on condition that they would establish, and maintain forever,  
an institution of learning, of high grade, which is in accordance  
with the design of said conference...”

*The Charter of Lebanon Valley College,  
granted by the Commonwealth  
of Pennsylvania, 1867*

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# *Lebanon Valley College*

## *Presidents*

Thomas Rhys Vickroy	1866–1871
Lucian H. Hammond	1871–1876
David D. DeLong	1876–1887
Edmund S. Lorenz	1887–1889
Cyrus J. Kephart	1889–1890
E. Benjamin Bierman	1890–1897
Hervin U. Roop	1897–1906
Abram P. Funkhouser	1906–1907
Lawrence W. Keister	1907–1912
George D. Gossard	1912–1932
Clyde A. Lynch	1932–1950
Frederic K. Miller	1951–1967
Frederick P. Sample	1968–1983
Arthur L. Peterson	1984–1987
John A. Synodinos	1988–1996
G. David Pollick	1996–2004
Stephen C. MacDonald	2004–2012
Lewis Evitts Thayne	2012–

# Preface

Life is a variegated cord that stretches from a time long gone to a present still unfolding. In one sense, the past is over and done. In another sense, the past is not done at all, for it invites us to sift through things done and things left undone for intimations as to who we are, what we value, and who, for better or worse, we are becoming.

*Of High Grade* is the story of a College nestled in a small town in South Central Pennsylvania. It is an excursion back through time in which the reader will catch a glimpse of the rough-and-tumble, the ups-and-downs, and the key figures, as well as the elusive backstage players that are the story of the century and a half existence of Lebanon Valley College. Though it began with a less than promising future, this is a narrative of a College that has grown into a mature institution of excellence. It is an account of an institution growing up.

For some, a reading of this book will feel like flipping through the pages of a photo album. As pages are turned, you may find yourself revisiting fond memories, learning of people you never knew, or peeking at events about which you knew only in part. As with all histories, the story is selective. It is a gathering of memories, but not of all the memories that can be found in the College's storehouse of events and persons. The memories gathered in these pages come from the College's archival collection and publications, newspaper articles, and personal interviews. Meeting minutes of committees and the College's Board of Trustees, journals of church conferences, and reports and correspondence of College presidents and officers have been carefully perused. From such a review, it is apparent that when the doors of Lebanon Valley College were opened in 1866, an amazing enterprise of a hazardous nature was begun. Part I of this book provides a chronological history of the College. Part II consists of interpretive essays examining five areas of the College's life.

Though *Of High Grade* tells a story that stretches from a time long gone, it is a narrative pertinent to what is ahead, for it provides clues as to what Lebanon Valley College may yet aspire to be. It is also a chronicle of hope. It is a reminder that sometimes in the most unexpected places and in the most surprising moments there is a new creation. It is a reminder that survival, let alone survival with excellence, is a gift—a whisper of grace from the wings.

J. Dennis Williams





*Part I*

Of High Grade:  
The Lebanon Valley College Story

*by J. Dennis Williams*



*Academy Building, Lebanon Valley College,  
Annville, Pa.*

*The Annville Academy*

*1866–1890  
The Founding  
of a College*

# Chapter I

## *A School of the United Brethren*

The year was 1866. The sounds of the war between the Union and the Confederacy were now silent. It was a Monday morning, May 7, when the door of a three-story brick edifice on Annville's Main Street was flung open to students. A new creation called Lebanon Valley College, whose outcome was uncertain, that would have a lot of growing up to do, was being launched as a school of the United Brethren in Christ.

The United Brethren movement drew its first breath around 1767 in Isaac Long's barn near Lancaster, Pa. It was here that William Otterbein heard Martin Boehm preach. Otterbein, a Reformed minister, had a commanding presence, the deportment of elegant culture, and university training in Germany. Boehm, a Mennonite minister, was clear and simple in speech, dressed in the plain Mennonite manner, with a limited education. They were ministers of churches that had a history of dislike for each other.<sup>i</sup>

Though Otterbein and Boehm were widely separated by education, lifestyle, and church tradition, each had experienced a religious awakening that had kindled a zeal to share the Christian story with others. It was this bond, made evident in Boehm's preaching at Long's barn, that caused Otterbein at the close of Boehm's sermon to rise, embrace Boehm, and with a loud voice declare *Wir sind bruder*, "We are brethren!" From this experience, the United Brethren movement commenced.

The movement began not with the intention of creating a new church, but to revive the already established German churches. Otterbein and Boehm agreed to form groups in which those involved were to encourage each other, pray together, and watch over one another's conduct. Gradually this movement became more organized. On Sept. 25, 1800, 13 preachers gathered in a private home near Frederick, Md. There, they united themselves into a society that would become known as the Church of the United Brethren in Christ. Otterbein and Boehm were elected as superintendents. As German-speaking people moved westward, the United Brethren preachers followed. The church grew. By 1866 the United Brethren in Christ had grown in membership to 91,570, with more than 35 geographic conferences that stretched across the nation.<sup>ii</sup>

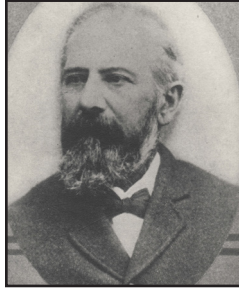
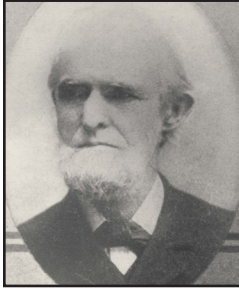
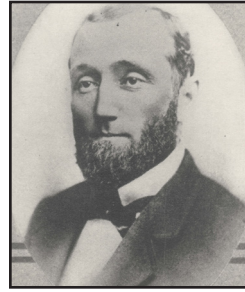
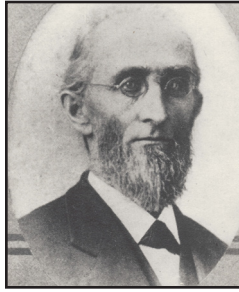
Prior to 1866 there had been discussion among the United Brethren of establishing an institution of higher education in the East. In the 1860s, United Brethren schools were established in Ohio, Indiana, Oregon, Iowa, Kansas, and Illinois, but there were none in the East. There had been Mount Pleasant College in western Pennsylvania, but by 1858 it had disappeared. Because the Pennsylvania Conference and the East Pennsylvania Conference had sent their youth to Mount Pleasant, its closing meant that those youth would now have to travel longer distances to attend the nearest United Brethren college. This motivated the East Pennsylvania Conference—on January 17, 1860—to pass a resolution that spoke “of establishing an institution of learning in Pennsylvania as soon as possible.”<sup>iii</sup>

It wasn't until 1865 that the Pennsylvania and East Pennsylvania conferences actively pursued establishing an institution of learning. On February 24, 1865, the East Pennsylvania Conference responded favorably to the invitation of the Pennsylvania Conference, resolving to “cooperate with the Pennsylvania Conference in building up a Seminary of learning somewhere within the limits of the conferences.”<sup>iv</sup>

Each conference proceeded to elect five trustees to serve on the 10-member joint committee. Properties for sale and available locations were visited in York, Annville, Mount Joy, and Lebanon. Then the unexpected took place. Two members of the joint committee from the Pennsylvania Conference, one of whom was president of the joint committee, purchased Cottage Hill College in York. They did so with the intention that Cottage Hill would become a United Brethren college for women. The Pennsylvania Conference was prepared to send its daughters to this “female” institution. Suddenly, the East Pennsylvania Conference stood alone in seeking to establish a co-educational college in the East.

The defection of the Pennsylvania Conference settled the question about which side of the Susquehanna River the new college would be located. The choices of location narrowed to Annville and Lebanon. Fiscal considerations finally decided the matter. The United Brethren of Lebanon found that raising sufficient funds to purchase the desired Lebanon site was an insurmountable barrier. This left Annville, a small town that was comfortably cradled in the rich and fertile Lebanon Valley of Central Pennsylvania. Five United Brethren from Annville were willing to purchase the Annville Academy property for \$4,500 and donate it to the East Pennsylvania Conference.

The Annville Academy had been established in 1834 by some enterprising citizens of Annville. In 1857, construction began on a much larger building for the school—a three-story brick structure on Main Street, which would allow for boarding students and provide larger classrooms. The school offered primary classes on subjects such as reading, spelling, composition, arithmetic, grammar,



(l. to r.): Lewis Craumer, George Mark, George Hoverter, John Kinports, and Rudolph Herr

and penmanship. There was a classical department that offered courses in Latin grammar and Greek grammar, as well as the study of classics such as Homer's *Iliad* and Virgil's *Aeneid*. There were courses in the natural sciences and a normal department that prepared students to become teachers.<sup>v</sup> The actual date of the school's closing is uncertain. The academy building may have stood idle for a time.<sup>vi</sup>

Not one of the five Annville men who purchased the academy and donated it to the conference had more than a grammar school education. Each of them had started work at an early age. Two of these men, Lewis Craumer and George Mark, were United Brethren preachers. Three of them, George Hoverter, John Kinports, and Rudolph Herr, were businessmen. Though they lacked college degrees, they respected education.<sup>vii</sup>

In response to the gift of the Annville Academy property, the East Pennsylvania Conference, meeting in Columbia, Pa., took the following action on February 22, 1866: (1) to establish a classical school of the United Brethren Church, (2) to accept the gift to the conference of the Annville Academy, on condition that "the Conference forever maintain an institution of learning of high grade," (3) to establish a "Board of 12 Trustees," (4) to not incur upon the conference a greater expense than one thousand dollars till the next session of conference, and (5) to lease the operation of the college to a "responsible party," who would conduct the affairs of the school and assume all of the risks as well as potential profits from the collection of fees.<sup>viii</sup>



He was an unlikely candidate to become the first president of this school of learning that had been authorized by the East Pennsylvania Conference. He was not even a United Brethren. Yet, Thomas Rhys Vickroy became the school's first president. How did this happen?

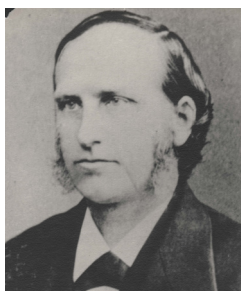
In the month after the East Pennsylvania Conference had agreed to sponsor a classical school, a newly created Board of Trustees was convened. Three significant decisions were made. First, the school would have the name Lebanon Valley College. Second, it would open on May 7, 1866. And third, it would be leased for five years, removing any financial risk from the conference. But to whom would the lease be given? May 7 was only seven weeks away.



*(above): Thomas Rhys Vickroy, President, 1866-1871; (below): G. W. Miles Rigor*

Contacts with potential lessees were made.<sup>ix</sup> No one was found who was willing to shoulder the considerable expense and responsibility that would come with leasing the school. It was “a trying hour.”

G.W. Miles Rigor came to the rescue. Rigor, who had been a member of the joint committee that recommended establishing a “seminary of learning,” was elected by the East Pennsylvania Conference as one of the school's 12 trustees and was deeply committed to the church establishing an institution of higher learning in the East. In his handwritten history of the College, Rigor writes of seeing no other solution than his being “willing to risk his all, take the lease [himself], open the School at the appointed time, and conduct it in the manner prescribed.” The offer was “most gladly accepted.”



Rigor's next-door neighbor in Columbia, Pa., was Thomas Rhys Vickroy. Vickroy was a Methodist minister who also held a position in the First National Bank of Columbia. He had attended Dickinson College. In his junior year, he married and soon after left school to preach in the East Baltimore Conference of the Methodist Church. He continued his studies and completed “privately the Course of Study,” for which Dickinson College conferred on him an honorary A.B. and a graduate's diploma.<sup>x</sup> Rigor writes that, because he saw Vickroy as “a ripe scholar and an experienced teacher in conducting boarding schools,” he went to him seeking advice about conducting this new school. After much conversation and information gathering, Vickroy commented, “You should not quit preaching. Now teaching is my profession, [and] you had better let me have that lease and you remain in the ministry.” Rigor's response was, “but you

are not a United Brethren, which is a necessary requirement for a lessee.” An understanding was then reached that Rigor would take on Vickroy as a partner. Rigor writes, “This was finally agreed upon by the Board....”<sup>xi</sup>

The terms of the partnership between Rigor and Vickroy are detailed in an agreement, dated March 23, 1866:

...the said parties agree to associate themselves for the purpose of leasing the Lebanon Valley College until July fifteenth, A.D. one thousand eight hundred and seventy-one, and conducting the same as a classical school of high grade.

It is further agreed between the said parties that each shall furnish one-half of the sum of money that may be necessary to carry on said school,

And it is further agreed between the said parties that said Rigor shall use his best efforts *to secure pupils* and influence the public in favor of said school,

And that said Vickroy shall also use his best efforts to secure students and take charge of the classical department of said school, teaching the ancient and modern languages, mathematics, natural science, higher English, etc., and in connection with his wife, to take charge of the boarding department, attend to the business, Keep the Books, and exercise a general government over the school; and, in consideration of the extra services on the part of himself and wife he is to receive one thousand dollars *per annum* with boarding and lodging for himself and family *without charge*.

And it is further agreed between the said parties that they will employ whatever assistance in instructing, etc., that may be necessary, and that whatever net profits remain over one thousand dollars per annum mentioned above shall be equally divided between the said Rigor and Vickroy.

The partnership would be one in which Miles Rigor would serve as the school’s “general agent,” soliciting funds and students, while Thomas Vickroy, as the school’s principal, would hire faculty, develop curriculum, set the rules, secure students, and manage the school’s operation. Such a partnership would demand of 35-year-old Rigor and the slightly younger Vickroy a firm resolve to establish a school “of high grade” and a trust in each other’s abilities. On May 7, 1866, because of their resolve and abilities, Lebanon Valley College opened as a school of the United Brethren in Christ with 49 students.

# Chapter I Endnotes

- <sup>i</sup> “The Reformed, not a little puffed up with churchly pride...looked upon the Mennonites with ill-concealed disdain; and, indeed, regarded them as no church at all, but as a sect, a contemptible sect. The Mennonites, on their part, still cherished the recollection of the cruel wrongs and persecutions which their fathers had suffered from the Reformed church in Europe, and regarded that church, with its high sacramental notions, its paid and too-often-proud ministry, and its loose discipline, as little better than Romanism itself.” John Lawrence, *The History of the Church of the United Brethren in Christ*, Vol. I (Dayton, Ohio: Vonnieda & Sowers, 1860), 170–171.
- <sup>ii</sup> These statistics are from the “Table of Statistics of the Church of the United Brethren in Christ for 1866,” *The United Brethren Almanac*, 1867 (Dayton, Ohio: W.J. Shuey, 1867), 28.
- <sup>iii</sup> Paul A.W. Wallace, *Lebanon Valley College: A Centennial History* (Published by the College, 1966), 6.
- <sup>iv</sup> “On Educational Interests,” *Minutes of the East Pennsylvania Conference*, 1865, 15.
- <sup>v</sup> The information concerning the Annville Academy comes from two sources: a paper read before the Lebanon County Historical Society, April 15, 1904, by Professor Hiram H. Shenk, “The Annville Academy,” *Lebanon Historical Society Papers*, Vol. 2, No. 14, and a newspaper article by Joseph Warner, “History of Annville,” *The Annville Journal*, August 15, 1908.
- <sup>vi</sup> Paul Wallace reports that an educated guess about the building standing idle is that “The Academy was turned over to the College as a going venture. If it was dead, it had not been dead long enough to be completely washed up.” Wallace, *Lebanon Valley College*, 23.
- <sup>vii</sup> Edna J. Carmean, ed., *Lebanon County, Pennsylvania—A History* (Lebanon County Historical Society, 1976), 185.
- <sup>viii</sup> For a more complete rendering of the events leading to the selection of Annville, see “Unpublished History of Lebanon Valley College,” *The Itinerant*, Vol. I, 13–16, and Wallace, *Lebanon Valley College*, 8–9.
- <sup>ix</sup> The material about leasing the school and the relationship between Miles Rigor and Thomas Vickroy comes from an undated and handwritten manuscript by G.W. Miles Rigor, *Lebanon Valley College*.
- <sup>x</sup> The information concerning Vickroy and Dickinson College is from a handwritten letter from Vickroy to the president of Dickinson that is dated June 12, 1866.
- <sup>xi</sup> G.W. Miles Rigor, *Lebanon Valley College*.



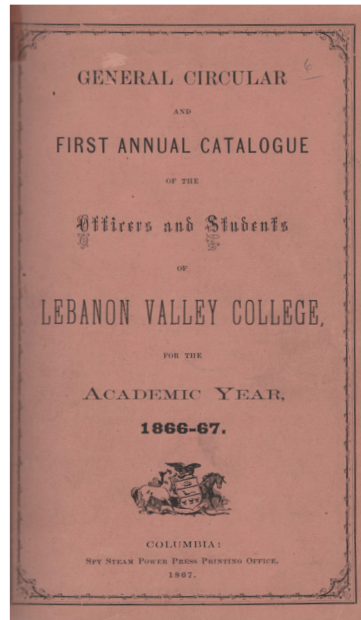
## Chapter 2

# Without Much Promise

It was a beginning without much promise. Twelve United Brethren colleges had been founded before Lebanon Valley College. Only one—Otterbein University (now Otterbein College)—survived. *The United Brethren Almanac For The Year 1867* listed seven colleges and seminaries, plus Lebanon Valley College. By 1891, four of the seven institutions had already disappeared. The death rate for United Brethren colleges was horrific. Consequently, when Lebanon Valley College welcomed its first students in 1866, the odds of survival were not good. Much of this was due to the United Brethren Church not being of one mind concerning collegiate institutions.

There were those within the United Brethren Church for whom assisting the young in acquiring an education in a United Brethren school was thought to be a noble task. Such an education, it was believed, would combine learning with piety and produce trained leaders for the church and the larger society.<sup>i</sup> A more self-serving motivation for the support of United Brethren colleges was that the church's youth were being lured into other churches by attending other denominational schools. By establishing a college within the boundaries of the East Pennsylvania Conference, it was believed that the exodus to other denominations would diminish.<sup>ii</sup>

There were also United Brethren members who opposed higher education. In his last Commencement address before leaving the College in 1871, President Vickroy referred to those whose opposition encumbered the College's progress and threatened its survival:



*First Annual College Catalogue,  
1866-1867*

More would have been accomplished had I not so frequently been thwarted. Where I should have received counsel, I have received censure; where I should have had sympathy, I have been chilled with coldness; where my efforts should have elicited a grateful recognition, I have received opposition and obloquy.<sup>iii</sup>

Vickroy was not the only president in the nascent years to run a gauntlet of opposition from within the church. President Lucian H. Hammond [1871–1876] in 1872 spoke to the East Pennsylvania Conference of “the unsparing efforts made...to disaffect the minds of students and even to turn them altogether from the school.”<sup>iv</sup> President Edmund S. Lorenz [1887–1889], in his 1889 report to the church, spoke of the neglect by the church conferences as an expression of antagonism by those who were opposed to higher education.<sup>v</sup> This antagonism during the founding years was at times aggressive and deliberately harmful. On other occasions, it was disguised and covert.



(l. to r.): Lucian H. Hammond, M.A., President, 1871–1876; Rev. Edmund S. Lorenz, A.M., President, 1887–1889; and, Rev. Cyrus J. Kephart, A.M., President, 1889–1890

Bishop John Russel was twice elected to the office of bishop of the United Brethren Church. His manner of address and poise bespoke a man who was comfortable being in charge. He was resolute, said Rev. C.T. Stearn, in his convictions and was the “enemy of everything he believed to be wrong.”

John Russel was less than friendly to the cause of higher education. He had tried to prevent the founding of Otterbein University in 1845 and lost the battle. He opposed the creation of Lebanon Valley College in 1866 and again was defeated. Russel was not a quitter. In 1867, at the request of the pastor of the College Church, Russel came to Annville to preach. In an act laced with malice, he used the occasion to make a sneak attack on the fledgling college. He used for his text the words of Paul: “Knowledge puffeth up.” He hurled arguments, wrote LVC President E. Benjamin Bierman four years later, “regaling

the...enemies of the progressive movement.” On February 20, 1868, President Vickroy reported to the Eastern Pennsylvania Conference that the enrollment of students was reduced from “more than one hundred” to “about seventy-five” by Russel’s action. John Russel had acted aggressively in opposing the new college.<sup>vi</sup>

Though there were instances of overt antagonism, as with Russel, it was the covert opposition that most endangered the College’s future. This opposition took the form of disinterest and neglect. Near the 25th anniversary of the College, President Kephart [Cyrus J., 1889–1890] reported to the East Pennsylvania Conference: “Pardon me when I say that I am much surprised at the lack of interest in the educational work manifested by that part of the church cooperating with Lebanon Valley College.”<sup>vii</sup>

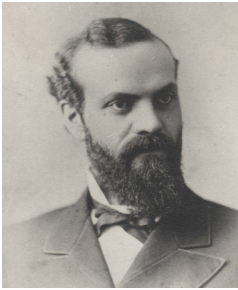
This lack of interest and neglect expressed itself in classrooms that were not filled, in dormitories that had empty rooms, and in a faculty that could have taught twice as many students.<sup>viii</sup> In 1889, President Kephart reported to the cooperating church conferences:<sup>ix</sup>

Avalon College with two cooperating conferences, having a membership of 3,414, opened this fall with 115 students, or one student for every 30 members. Lebanon Valley has now 94 students, or one student for every 440 cooperating members....If the enrollment this term [at Lebanon Valley] had been in the same proportion it was at Avalon College, the first day of this term would have given us 1,372 students.<sup>x</sup>

The failure of the United Brethren to send their children to the College was one expression of covert opposition. Another expression was the insufficient funding of the College by the conferences. *The College Forum*, a monthly publication of the College, described the school’s financial situation in February 1888. It noted that the authorities of Lebanon Valley College were being asked “to perform a difficult task—to run a college without money.” With sadness it was reported that the “church called for a good college, but when it was furnished, she simply neglected to pay the bills, and debt was the result.”

What was the underlying source of this antagonism that at times was aggressive, but more often covert? Anti-intellectualism was part of the landscape of the United Brethren movement in its early years.<sup>xi</sup> This anti-intellectualism was suspicious of the life of the mind. Though Philip Otterbein was classically and theologically trained, most of the preachers in the movement were not. They relied not on aid from books, but on, in their words, “the Holy Spirit.” In contrast, many viewed the educated clergy of the day as dull promoters of correct faith—their learned preaching lacking power and a sense of connection with the sacred. This fostered an anti-intellectualism in

which being educated came to mean being deficient in piety. There was a fear that schooling beyond “the three R’s” would draw young people away from the Bible and promote worldliness. What mattered to the United Brethren was the experience of conversion. The minister’s success in winning souls was the test of effectiveness.



*Rev. David D. DeLong, A.M.,  
President, 1876–1887*

In such an atmosphere of anti-intellectualism, it is understandable that there would be opposition to the College. But there were moments when it became evident that the opposition would ultimately not prevail. LVC President DeLong [David D., 1876–1887] reported the following in 1885 to a joint session of the Pennsylvania and East Pennsylvania Conferences:

Less than a quarter century ago, a number of brethren were impressed that it was the duty of the Church in the East to provide for the moral and intellectual culture of her sons and daughters. This conviction has not only overcome manifold discouragements and opposition, but has actualized itself in buildings, libraries, laboratory, and museum. Aye more in the hundreds of lives which are today battling more bravely and successfully for having dwelt for a time under the influence of...a Christian College.<sup>xii</sup>

## Chapter 2 Endnotes

<sup>i</sup>“We believe that intellectual and moral culture go hand in hand in elevating mankind and that a sanctified education is essential to extensive usefulness in...the Christian Church,” “Report on Education,” *Minutes of the East Pennsylvania Conference*, 1877, 13.

<sup>ii</sup>A resolution adopted by the East Pennsylvania Conference in 1880 stated that the church could not “expect to retain a strong hold upon its [youth] if it fails to offer them as good opportunities for growth as can be found elsewhere.” *Minutes of the East Pennsylvania Conference*, 1880, 17.

<sup>iii</sup>This address was delivered at the Commencement of June 22, 1871. “Valedictory Address,” *The College Forum*, Vol. VI, No. 1, January 1893, 2–4. *The College Forum* was a monthly magazine of the College that was first published in January 1888.

<sup>iv</sup>“Report of the President of Lebanon Valley College,” *Minutes of the East Pennsylvania Conference*, 1872, 16–17. Further references to reports of presidents to conferences will only note the periodical referenced, with year and page number.

<sup>v</sup> *Minutes of the East Pennsylvania Conference*, 1889, 34.

<sup>vi</sup>Sources providing information about John Russel include Daniel Berger, *History of the Church of the United Brethren in Christ* (Dayton, Ohio: United Brethren Publishing House, 1897), 291–294; E. Benjamin Bierman, “The First Twenty-Five Years of Lebanon Valley College,” *Papers Read Before the Lebanon County Historical Society*, February 17, 1905, Vol. III, No. 4, 119; Wallace, *Lebanon Valley College*, 35–40.

<sup>vii</sup> *Minutes of the East Pennsylvania Conference*, 1889, 34.

<sup>viii</sup>“Our Winter Term,” *The College Forum*, Vol. II, No. 11, November 1889, 83.

<sup>ix</sup>By 1889, Cottage Hill College had closed and Lebanon Valley College had six cooperating conferences of the United Brethren Church: Allegheny, East Pennsylvania, East German, Pennsylvania, Maryland, and Virginia. These conferences pledged financial support and an access to students.

<sup>x</sup> *Minutes of the East Pennsylvania Conference*, 1889, 34–35.

<sup>xi</sup>Richard Hofstadter indicates that the anti-intellectualism of the period was part of the religious awakening that began in the mid-18th century in America and embraced a much larger constituency than the United Brethren. Richard Hofstadter, *Anti-Intellectualism in American Life*, (New York: Alfred A. Knopf, 1964).

<sup>xii</sup> *Minutes of Joint Session of Pennsylvania Conference and East Pennsylvania Conference*, 1885, 24.

## Chapter 3

# *Becoming A College*

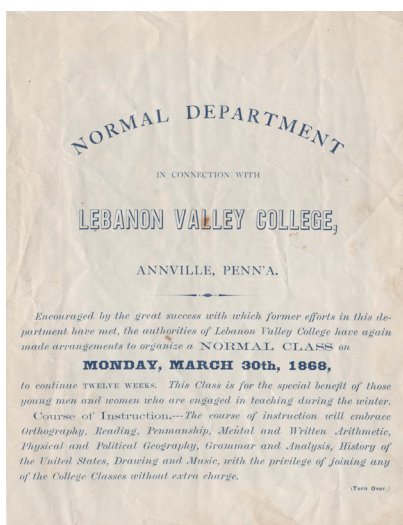
Lebanon Valley College was the given name for the school that opened on Monday morning, May 7, 1866. But becoming a college was not instantaneous with the first day of school. Lebanon Valley College would need to grow into its name.

It is not entirely clear if the East Pennsylvania Conference, by its enabling resolution of 1866, was intent on launching a school of collegiate proportions. The 1866 resolution stated that:

...in establishing a Classical School in our midst, we do not contemplate interfering with the interest of Otterbein University, but hope thereby rather to promote its interests by arousing our people to the importance of education, and in preparing students for graduating in the regular College Course in said Otterbein University.<sup>i</sup>

This resolution suggests that Lebanon Valley College was to be a preparatory school for Otterbein. Nevertheless, the Board of Trustees swiftly named the school Lebanon Valley College and not Lebanon Valley Academy. The College's *First Annual Catalogue*, for the academic year 1866–1867, listed a “Collegiate Department” with course offerings that would lead to collegiate-level degrees. And yet, when opening the *First Annual Catalogue* there is a sketch of what had been the Annville Academy under which the reader beholds the uppercase caption “MODEL SCHOOL OF LEBANON VALLEY COLLEGE.” It was as if, writes Dr. Paul A.W. Wallace [late chair and professor *emeritus* of English], “the old school had simply changed its name,”<sup>ii</sup> in that a model school in 1866 was a school that offered grammar school classes.<sup>iii</sup>

The *First Annual Catalogue* of the College indicates that there were four departments of instruction for the academic year of 1866–1867.<sup>iv</sup> (1) The Model School Department offered primary, secondary, intermediate, and elementary classes. Instruction was in spelling, reading, geography, penmanship, arithmetic, drawing, vocal music, classical and physical geography, and Latin. (2) The Normal Department provided instruction in the subjects required by law to be taught in the grammar schools of Pennsylvania,



*Normal Department Flier*

and classes were focused on developing “those powers of mind essential to make efficient teachers.” This two-year program conferred a Bachelor of Elements degree. (3) The Commercial Department provided classes in book-keeping, commercial mathematics, commercial law, business penmanship, and commercial correspondence. (4) The Collegiate Department offered four courses of study: a four-year Classical Course that conferred a Bachelor of Arts degree, a four-year Biblical Course that conferred a Bachelor of Biblical Studies degree, a three-year Ladies Course that conferred a Mistress of Arts degree,<sup>v</sup> and a three-year Scientific Course that conferred a Bachelor of

Science degree. Each course of study had preparatory classes, but on showing proficiency in the prescribed subjects, a student could begin as a freshman.

There was little flexibility in the curriculum of the Collegiate Department. Each course of study had the same prescribed classes in mathematics, English, natural science, philosophy, and rhetoric. For those in the Classical Course there was, moreover, a heavy dose of Latin and Greek in the first three years. Much time was spent translating Latin and Greek classics that were recited in class. The Biblical Course replaced Latin with Biblical studies and German. The Ladies Course included French instead of Greek, and the Scientific Course was designed for those who “do not desire to pursue the Classics and prefer to study the French and German languages and literature.” All students were required to take a course in moral science in their senior year. This class was taught by the College president. Ethical principles, the evidences of natural and revealed religion, the history of philosophy, and political thought were all part of this class. The class was to forge character, quicken piety, and awaken civic responsibility.<sup>vi</sup>

Collegiate life in the nascent years involved more than translating ancient languages, examining arcane questions in class, and unraveling mathematical problems. Lebanon Valley College had its literary societies. It was in these societies that students engaged in serious debate, read modern literature, and scrutinized important issues of the day. The first of these societies, the Philokosmian Literary Society, was formed on May 6, 1867. It was a society for men. In 1873, the Clionian Literary Society—a society for women—came into being. And in 1877, the Kalozetean Literary Society originated as a second





*Philokosmian Literary  
Society, 1870*

male society. Each group had its own meeting space and library. They were associations for mutual improvement.<sup>vii</sup> *The College Forum* of May 1892 gives a description of the meetings of one of the societies, the Philokosmian Literary Society:

The rhetorical exercises consist of a regular programme....The theme may be in literature, in which frequently the productions of an age are taken up, studied, criticized, and compared by discussions and debates. On other occasions the topics may be religious, historical, social, or political. No live question escapes discussion or debate.<sup>viii</sup>

Literary societies involved more than rhetorical exercises and intellectual improvement. Miss Anna E. Kreider, a student in the 1890s, gives us a peek at another side of these societies:

Since public dancing was prohibited, following the Clions' meeting the girls would organize the room for dancing. This really was something to see! The room was carpeted, and in those years there wasn't anything like a vacuum cleaner. As a result, the dust was so dense the windows had to be opened to clear the atmosphere. The nights of these meetings afforded us...moments of fun.<sup>ix</sup>





*Clonian Literary Society, 1900*

Good times were part of the atmosphere of the College. There were plays and the annual Chestnut Day excursions. Class Day, a fun day put on by seniors, was a part of Commencement week. Students would play baseball “mostly after 4:00 o’clock and before 5:50 when the supper bell rang.”<sup>x</sup> Collegiate life in the nascent years also involved detailed rules that demanded strict compliance and daily attendance at chapel. *The First Annual Catalogue* notes that students were required “to attend prayers every morning and every evening except on Saturday and Sabbath.” On the Sabbath they were required “to attend public worship twice.” The Sabbath morning they could worship “at such place as their parent... may designate.” In the evening they were to “attend church with the faculty.”<sup>xi</sup>



*Anna E. Kreider, Class of 1900*

According to the summary of enrollment in the *First Annual Catalogue*, 1866–1867, there were 153 students enrolled at Lebanon Valley College. The summary lists the Preparatory or Model School with 100 students, the Normal Department with 18 students, and the Commercial Department with 17 students. Since the total enrollment was 153, it would be expected, given the enrollment of the other departments, that the Collegiate Department would have had 18 students. That is not the case. The enrollment summary reports 53 students in the Collegiate Department. It is not known what was included in the number 53. For example, were those who took college preparatory classes, and hence counted elsewhere, included? It is highly questionable that there were 53 college students headed for degrees.<sup>xii</sup> What is known is that the Model School and preparatory classes are where the overwhelming majority of students in 1866 were to be found. Lebanon Valley College was more of an academy than a college.

Twenty-five years later it was obvious that a metamorphosis had taken place. First, the *Catalogue* of 1891–1892 makes no mention of a Model School, though there were preparatory classes. Secondly, the Biblical Studies Course and the Ladies Course no longer existed, and a new Academical Course, that was to provide “the necessary discipline and instruction for a practical education,” had been initiated. Thirdly, the courses of study had matured into a collegiate stature. The Scientific Course was now a four-year program. The Normal Course was expanded to a three-year course of study.<sup>xiii</sup> Music classes became the Musical Course, a three-year program with a concentration in either piano or voice and classes in English, American literature, grammar, German, and French or Italian. Fourthly, the enrollment summary of the *Catalogue*, 1891–1892, indicates that there were 27 preparatory students, four students in the non-degree-conferring Academical Course, 30 students taking music and art only, and 60 students in the degree-granting courses of study. Lebanon Valley College was growing into its name.

## Chapter 3 Endnotes

<sup>i</sup> “On Educational Interests,” *Minutes of the East Pennsylvania Conference*, 1866, 15.

<sup>ii</sup> Wallace, *Lebanon Valley College*, 24.

<sup>iii</sup> Issac A. Loos, *Quarterly Review of the United Brethren in Christ*, January 1891, 4.

<sup>iv</sup> *First Annual Catalogue, 1866–1867*, 13–33.

<sup>v</sup> From its inception, Lebanon Valley College was coed. The school’s charter, which was granted by the State of Pennsylvania on April 5, 1867, spoke of “a college for the education of persons of both sexes.” There were those in the United Brethren Church who opposed the idea of coed education. They pressured the College to become a school for men. The Pennsylvania Conference withheld support for a time from the College, because it was a coed institution. The pressure was resisted. See *Pennsylvania Conference Minutes*, 1847–1868, 128.

<sup>vi</sup> Information about 19th century classes in moral philosophy or science can be found in Derek Bok’s, *Our Underachieving Colleges* (Princeton: Princeton University Press, 2006), 13–14, and George Schmidt’s *The Liberal Arts College: A Chapter in American Cultural History* (New Brunswick, N.J.: Rutgers University Press, 1957), 46–48.

<sup>vii</sup> The Greek names chosen by these societies are indicative of associations seeking mutual improvement. Philokosmian means “lover of beauty,” Clionian means “the muse of history,” and Kalozetean means “seeking the noble.”

<sup>viii</sup> “History of the Philokosmian Literary Society,” *The College Forum*, Vol. 5, No. 5, May 1892, 37.

<sup>ix</sup> “A Glimpse of the Past,” a paper that was read by Miss Anna E. Kreider, at the age of 86, to the Lebanon Valley College Auxiliary on April 14, 1966.

<sup>x</sup> The information about baseball comes from a manuscript that was written by Valentine Kline Fisher, Class of 1885. Wallace, *Lebanon Valley College*, 248.

<sup>xi</sup> *First Annual Catalogue, 1866–1867*, 28, 32.

<sup>xii</sup> In the first five years of the College, there were four actual graduates, which is considerably fewer than 53. Those four did not graduate with degrees. Evidently they had completed the Scientific Course and had not completed the language requirement.

<sup>xiii</sup> “Normal Course,” *The College Forum*, Vol. II, No. 12, December 1889, 91.



*Students studying in Carnegie Library,  
which opened in 1905.*

*1899–1932:  
A Recurring Bad Dream*

## Chapter 4

### *A Slough of Despond*

Institutions live on a slippery slope where a foothold can be gained or lost. Their survival is not guaranteed, which certainly was Lebanon Valley College's situation during its founding years. Survive it did, when other colleges did not, but the College's foothold on the slippery slope remained in jeopardy for much of the period now to be considered. The possibility of slipping down into a slough of despond, from which extrication is difficult, kept recurring like a bad dream. It was a dream that cast into doubt the College's ability to last.



*E. Benjamin Bierman, A.M.,  
President, 1890-1897*

E. Benjamin Bierman, who had been a part of the first faculty of Lebanon Valley College and had left in 1880, returned in July 1890 to become the College's sixth president.<sup>i</sup> It was a vexing time for the College; a season laced with controversy. The issue was relocation. There were those who questioned whether the College could be successful while located in Annville. These were lean years for the school. The situation was so grave, wrote Edna Carmean, that "faculty families were invited to eat meals in the College Dining Hall in lieu of salary."<sup>ii</sup>

There were those who felt that relocation was necessary. *The Harrisburg Call*, an area newspaper, advocated bringing the College to Harrisburg.<sup>iii</sup> At the meeting of the Pennsylvania Conference on February 28, 1891, it was learned that Chambersburg, Pa., and Hagerstown, Md., had been making quiet inquiries about hosting the College.<sup>iv</sup> The Allegheny Conference of the United Brethren Church, unhappy with the school being located in Annville, withdrew its support of the College.<sup>v</sup> The raising of funds was hindered. *The College Forum* reported that there were those who responded to requests for funding by saying, "The College is in an unsteady condition just now, while removal is being agitated, and there is no use putting money into it."<sup>vi</sup>

On Thursday, June 18, 1891, the trustees of the College acknowledged that "a sentiment exists favorable to the re-location of Lebanon Valley College." They resolved, "That we cannot entertain the thought of abandoning what we now have, unless an offer thoroughly guaranteed, be made of grounds and not less



than one hundred thousand (\$100,000) dollars.”<sup>vii</sup> No such offer was made. The College would remain in Annville. This was confirmed by the actions of the trustees at their June 1892 meeting. At that meeting they took steps to purchase five acres adjoining the College for athletic fields. They also authorized the sale of a frame building on Sheridan Street, the erection of a north wing of the main building, and improvements to the Ladies Hall.<sup>viii</sup> The relocation question was at last settled.



*North Hall, South Parlor, Ladies Hall, 1906*

President Bierman spent his first summer as president attacking the practical problems of the College. Ladies' Hall and North College had a thorough renovation. President Bierman and Professor John Evans Lehman repaired and papered their recitation rooms at their own expense. Others of the faculty determined to follow their example. Such improvements revived interest in the College, as did the relocation question being settled in 1892.<sup>ix</sup> You now had a future that seemed much more hopeful.

“But the mood of progress could not be maintained,”<sup>x</sup> wrote Edna Carmean. Funds were never adequate. Faculty salaries, including the president's, fell into arrears.<sup>xi</sup> President Bierman expressed his frustration to the members of the East Pennsylvania Conference in 1892. He stated that to expect the managers of the College “to work with limited facilities under continual financial embarrassment, and yet turn out the best specimens of workmanship, is unreasonable. It cannot be done.” In 1897, after seven years of what had been frantic fiscal juggling, weary of being mired in a swamp of financial brinkmanship, President Bierman resigned.

By June 1897, the indebtedness of the College had reached \$41,000.<sup>xii</sup> The faculty, not having been paid regularly, had members resign. A gray mist of gloom shrouded the College's future. Into this slough of despond came a new president, Hervin Ulysses Roop. He was young (28 years of age) and enthusiastic. He had "an impressive platform presence," a string of degrees after his name (A.B., A.M., Ph.D.), all of them earned, and persuasive charm."<sup>xiii</sup>



*Rev. Hervin Ulysses Roop, Ph.D.,  
President, 1897-1906*

Within 15 months, Roop reduced the debt of the College from more than \$41,000 to less than \$10,000. Enrollment increased. The total number of students for the 1897-1898 academic year was 204, with 94 students enrolled in the collegiate program.<sup>xiv</sup> Six years later there was a total enrollment of 470, with 160 enrolled in the Collegiate Department.<sup>xv</sup> Roop reorganized the curriculum. There were now five courses of study: Classical, Philosophical, Chemical-Biological, Historical-Political, and Modern Language.<sup>xvi</sup> The new curriculum introduced the use of a limited number of electives in the junior and senior years and encouraged the sciences.<sup>xvii</sup> In 1899, the first course in biology was given. Under President Roop, College athletics experienced a new spurt of energy. Football and basketball teams were organized for the first time.

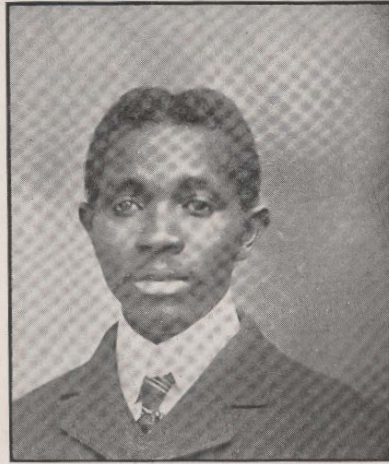


*1912 Football Team*

With the widening of the courses of instruction, a growing student body, and an increase in the number of professors, it became apparent that the existing facilities were inadequate to meet the needs of the College. Four major building projects were initiated: the Engle Music Hall in 1898, an annex to the Administration Building in 1900, the foundation for the Brightbill Gymnasium in 1902, and thanks to a \$20,000 gift from Andrew Carnegie, a new library in 1904.<sup>xviii</sup> With all of this activity, the recurring bad dream that questioned the College's survival dimmed.

ALFRED TENNYSON SUMNER.

Alfred Tennyson Sumner, a native of the dark continent was born in Bonthe, Sherbro, West Africa. At an early age he attended the United Brethren Mission School at Shangeh, graduating there in '95. During the two succeeding years Alfred taught in his native village. Seeing the great need of his people and feeling that higher training would better qualify him for his future work in the field of missions, he came to this country in the summer of '98 and in the fall of the same year entered Lebanon Valley. Since here Alfred has proven himself to be a gentleman, a student brilliant beyond expectation, and a universal favorite. Mr. Sumner contemplates a medical education in the University of Pennsylvania, after which he will return to Africa as a missionary. Success be with him is the wish of '02.



*Alfred Tennyson Sumner '02, from Sierra Leone, believed to be the College's first African graduate, went on to author the grammars of the Mendes, Sherbo, and Temne languages.*



*Old Administration Building prior to the 1904 Christmas Eve fire*



It was a disastrous fire. In less than two hours on Christmas Eve of 1904, fanned by a strong wind from the east, the College's Administration Building was destroyed. Its "large and heavy timbers," reported *The Annville Journal*, "were consumed like straw."<sup>xix</sup> The building contained dormitory rooms for men, the science department, recitation rooms, and the central heating plant. President Roop, displaying quick-witted organizational skills, got the school running with the loss of only one week of classes. Makeshift classrooms were established in the remaining buildings. Rooms, graciously provided by residents of Annville, were found for more than 100 male students.



*Old Administration Building after the 1904 Christmas Eve fire*

Six days after the fire, President Roop, in an attempt to secure funding, visited Andrew Carnegie. Carnegie promised \$50,000 "toward the erection of a Greater Lebanon Valley College." He did so on the condition that the College raise a matching amount of \$50,000 beyond the insurance money that would come from the fire. The friends of the College rallied to its support. The necessary funds to meet the Carnegie challenge were pledged.

The year 1905 saw seven buildings under construction: the Administration Building, a central heating plant, a men's dormitory, a women's dormitory, Carnegie Library, Brightbill Gymnasium, and a science building. There was a spirit of optimism, but the euphoria soon faded.<sup>xx</sup> Near the end of 1905, the flow of money slowed to a thin stream and then to a trickle. Mr. Brightbill failed to provide the money for the gymnasium. The project was halted. Work also stopped on the Administration Building because of insufficient funds. The College found itself heavily in debt. There was dissatisfaction. Donors withdrew their support of the rebuilding fund.



*1902 Bizarre Yearbook Staff*

Rev. J.S. Mills, a United Brethren bishop and a College trustee during the Roop years, writes that “conditions in the College led the faculty and others to petition the president of the Board of Trustees of the College to call a meeting of the trustees and make an investigation.”<sup>xxi</sup> The investigation was to focus on Roop’s conduct as president. The complaints against him included nepotism, forgery, a failure to give accurate financial reports, and an inability to explain discrepancies in accounts that he had handled. People took sides. In the midst of this tumultuous storm, Roop resigned.<sup>xxii</sup> The College found itself on January 1, 1906, with a president who had resigned, heavily in debt, and with halted construction of major buildings. The gray mist of gloom had returned.

The situation in 1906 was desperate. The recurring bad dream, with the College knee-deep in debt and with its very survival threatened, had reappeared. On March 9, 1906, Abram Paul Funkhouser [1906–1907] became the eighth president of Lebanon Valley College. In Funkhouser’s words, the financial situation of the College was “sore and pressing.” Funds intended for the science hall, with the approval of the donor, had to be diverted to the general building fund so that the Administration Building could be completed. Salaries, which were already minimal, were reduced. There was uneasiness among creditors. Some of them threatened lawsuits and secured judgments against the College. Just as the clouds of bankruptcy seemed to be forming, President Funkhouser reported that a “five percent, ten-year mortgage loan [had been] placed on the College property on May 1 for \$50,000.” He was then able to declare that with the “proceeds of this loan, and with the good offices of friends in securing other loans...nearly all of the creditors [had been] satisfied.”<sup>xxiii</sup>

The emergency had been met. Funkhouser had stopped the financial hemorrhaging. He had bridged the dangerous chasm of financial collapse, and by so doing kept the College alive.<sup>xxiv</sup> The College would continue, but not with Funkhouser as president. In 1907, he refused reelection as president and went home to Virginia.

**T**hough creditors had been paid and financial collapse had been avoided during the Funkhouser presidency, the College found itself drowning in debt on June 12, 1907. It was on this day, precisely at noon, that Lawrence W. Keister [1907–1912] became the president of Lebanon Valley College. The debt of the College in June 1907 was \$89,460.<sup>xxv</sup> By June 1908, the debt had increased to \$92,484.<sup>xxvi</sup>

Keister was a member of a prominent western Pennsylvania family. The Keisters were industrialists who owned coal mines and coke ovens. Lawrence Keister was sagacious and practical. Early on, it became clear to him that the College's income was unequal to the current expenses and future needs of the College. Three things, as he saw it, needed to occur: "match current expenses with current income, pay off the present debt, and build [an] endowment."<sup>xxvii</sup>

During President Keister's tenure, the debt was reduced. In his last report to the East Pennsylvania Conference, he stated that as of March 11, 1911, the College's debt was \$48,925. This was a reduction of more than \$43,000 from what the debt had been in June 1908. Keister was careful with expenses. In his 1908 report to the conferences, he noted that to reduce expenses the "work of the College is to be done with one less professor" and that the equipment for advanced work in physics would be deferred until funds could be secured. To increase income, he challenged each of the supporting conferences that same year to pay \$1,500 instead of \$1,000 to the College.

Despite financial issues demanding much of his energy and time, President Keister did give attention to matters beyond that of balancing budgets. Academic standards were raised. Entrance requirements were revised. He secured, from a family friend in western Pennsylvania, a gift to equip the biological laboratories. Buildings were renovated, and the roof of the new Administration Building was at long last successfully freed of leaks.



(above): *The Rev. Abram P. Funkhouser, A.M., President, 1906–1907; (below): Rev. Lawrence W. Keister, D.D., President, 1907–1912*



During each year of the Keister presidency, the annual budget would show an estimated deficit, with no provision by the Board of Trustees to cover the shortage.<sup>xxviii</sup> Yet at the end of the year, the shortage would be covered by what Keister called a “special solicitation.”<sup>xxix</sup> This solicitation involved Keister paying bills from his own funds and from contributions by his family. A letter from his older brother, Albert, provides a glimpse into what was taking place.<sup>xxx</sup>

May 31, 1910, Scottdale, Pa.

Brother Lawrence:

As the school year is near the close, I am writing you to know if you have sufficient funds to pay all your teachers in full. I think this should be done in order that the school may have better standing. You let me know at once as there will be some here for that purpose if needed.

Yours Respectfully,  
Albert Keister

The financial ledgers of the College indicate that the Keister family quietly contributed about \$50,000 to the College. By so doing, the College was rescued from its financial slough of despond, and a mood of hope was awakened. But in 1912, Lawrence Keister, at this point a tired man, resigned to return home to western Pennsylvania. Lebanon Valley College was now faced with a haunting question: What would happen to the College without the Keister resources?

## Chapter 4 Endnotes

- <sup>i</sup> In 1866, Bierman was professor of the Normal Branches and principal of the Model School of Lebanon Valley College. From 1867 to 1872, he occupied the chair of English Language and Literature. In 1872 until he resigned in 1880, he was professor of Mathematics and Astronomy.
- <sup>ii</sup> This information is from an unpublished paper by Edna J. Carmean, *President E. Benjamin Bierman: 1890–1897*, 4.
- <sup>iii</sup> Wallace, *Lebanon Valley College*, 102.
- <sup>iv</sup> Wallace, *Lebanon Valley College*, 102.
- <sup>v</sup> A report of the Committee on Education of the Allegheny Conference stated, “We are sorry to confess that we are not, and have not been satisfied with the policy and management of Lebanon Valley College.” The policy that caused the dissatisfaction and the withdrawal of support was the failure of the College to relocate. *Minutes of the Allegheny Conference, 1891*, 26–27.
- <sup>vi</sup> “Objections to Observing College Day,” *The College Forum*, Vol. IV, No. 4, April 1891, 28.
- <sup>vii</sup> “Trustee Meeting,” *The College Forum*, Vol. IV, No. 6, June 1891, 47.
- <sup>viii</sup> “Board of Trustees,” *The College Forum*, Vol. V, No. 6, June 1892, 49.
- <sup>ix</sup> “Our Improvements,” *The College Forum*, Vol. IV, No. 7, September 1891, 50.
- <sup>x</sup> Carmean, *President E. Benjamin Bierman*, 4.
- <sup>xi</sup> In 1895, at a meeting of the trustees, it was acknowledged that before the opening of the fall term “the sum of five thousand (\$5,000) dollars or more” would need to be secured to pay the salaries of the faculty and meet other pressing needs. “Trustee Meeting,” *The College Forum*, Vol. VIII, No. 6, June 1895, 253.
- <sup>xii</sup> *Minutes of the East Pennsylvania Conference*, 1897, 33.
- <sup>xiii</sup> Much of the information in Chapter 4 concerning the Roop administration is from an unpublished paper by Edna J. Carmean, *President Roop, 1897–1906*, and Wallace, *Lebanon Valley College*, 115–127.
- <sup>xiv</sup> *Catalogue*, 1897–1898, 16.
- <sup>xv</sup> *Catalogue*, 1904–1905, 65.
- <sup>xvi</sup> Wallace, *Lebanon Valley College*, 118.
- <sup>xvii</sup> *Catalogue*, 1900–1901, 24–26.
- <sup>xviii</sup> See Carmean, *President Roop*, 3–4, and “Editorial,” *The College Forum*, Vol. XVIII, No. 1, October 1904, 15, for additional information concerning construction activity.
- <sup>xix</sup> A description of the fire can be found in *The Annville Journal*, December 31, 1904, 1.

<sup>xx</sup> Carmean, *President Roop*, 5.

<sup>xxi</sup> The information regarding the charges brought against President Roop is from an unpublished paper of Bishop J.S. Mills, *Lebanon Valley and President Roop*, and a letter by the bishop dated September 1, 1908.

<sup>xxii</sup> Did Roop's presidency end with his resignation in 1905 or in 1906? Edna Carmean argues that it ended in 1906. She notes the following: Roop resigned December 28, 1905. The College's trustees met "on January 5 to consider his letter of resignation....Later that month the Board met in special session and re-instated Roop as President by a vote of twelve to nine." But he stipulated that he would accept this offer only if the vote was unanimous. "The battle lines between foes and friend had been drawn so rigidly that this was impossible," so the search for a new president began. Carmean, *President Roop*, 5.

<sup>xxiii</sup> The nature of the situation that confronted President Funkhouser is described in his report to the East Pennsylvania Conference of October 1906. *Minutes of the East Pennsylvania Conference*, 1906, 17.

<sup>xxiv</sup> Edna J. Carmean, *President Funkhouser, 1906–1907*, an unpublished paper, 4–5.

<sup>xxv</sup> *Minutes of the East Pennsylvania Conference*, 1907, 32.

<sup>xxvi</sup> *Minutes of the East Pennsylvania Conference*, 1908, 19.

<sup>xxvii</sup> Wallace, *Lebanon Valley College*, 142.

<sup>xxviii</sup> The estimated shortfall in 1908 was \$6,312. In 1911, the deficit was calculated at \$4,000.

<sup>xxix</sup> *Minutes of the East Pennsylvania Conference*, 1910, 27.

<sup>xxx</sup> Wallace, *Lebanon Valley College*, 145.

## Chapter 5

# *The Sweet Smell of Success*

**G**eorge Daniel Gossard [1912–1932] served as president of Lebanon Valley College for nearly 20 years. He became the College's president in September 1912 and served until his death on April 17, 1932. On his election as president, the trustees of the College laid before him a number of challenging tasks. He was to increase the number of students, liquidate the growing debt, raise an adequate endowment, maintain a favorable budget balance, and ensure that the College be a fully accredited institution.<sup>i</sup> The first 46 years of the College did not bode well for such matters to be accomplished. Yet, 17 years into his presidency, Gossard reported to the church conferences:



*Rev. George D. Gossard,  
D.D., President, 1912–1932*

This has been a great year for Lebanon Valley College. The number of students last year was the highest we ever had....The finances for the year were exceedingly good. We were able to pay all bills and at the same time did considerable improving. In those hard days of the past, we used to ask—what will the shortage be this year? Now, with wise management, endowment and a greatly increased student body, we ask—what will the surplus be?<sup>ii</sup>



*Engle Hall:  
Stage and Organ*



The College by 1929 was prospering. Since 1926, it had experienced one “great year” after another. The recurring bad dream that the College might not survive had been replaced by the sweet smell of success. How had this happened?



*1914 Faculty, President George D. Gossard, Center*

In the early years of the Gossard presidency, the exhilaration of success was absent. There was an enrollment decrease because of World War I, even though the federal government helped the College by establishing a unit of the Student Army Training Corps on campus.<sup>iii</sup> Those were the years when it was asked, “What will the shortage be this year?” By 1916, total indebtedness of the College had risen to \$73,000.<sup>iv</sup> Without the Keister family pouring money into the College’s treasury, the books did not balance. “In the summer of 1915,” notes Wallace, “a rumor spread among prospective students that the College was closing its doors.”<sup>v</sup> The College did not close, but three years after the rumor Gossard informed the church conferences that if help had not come, the College in his mind “would no longer be in existence.”<sup>vi</sup>

Help came through a financial campaign that was launched in 1918. The trustees of the College resolved at their June 1917 meeting to raise \$250,000.<sup>vii</sup> The cooperating conferences, after due consideration, decided to raise \$350,000 rather than \$250,000. With an organizational plan that divided the churches into groups and zones that had designated leaders, pledges were solicited. The amount pledged was \$382,357. With the help of a now enlarged endowment, Gossard was able to increase the salaries of the faculty and add to the instructional staff. In 1913, Gossard’s first full year as president, the net enrollment at



the College was 226, but by 1924 it had grown to 593. The increased enrollment meant that adding new faculty became critical. The needs of the College were expanding.

By 1921, it was evident that the financial needs of the College were again greater than its income. Something had to be done. In 1921, President Gossard made application to the General Education Board (a Rockefeller fund) for financial assistance. The assistance was to increase salaries, cover deficits, and enable the addition of professors of education and English.<sup>viii</sup> The General Education Board acted favorably on the application, giving \$8,000 in 1921 and \$8,000 in 1922. In 1923, the College requested another grant of \$8,000 and a “large contribution” for an endowment fund. On May 24, 1923, the General Education Board voted to contribute \$8,000 for faculty salaries. It also voted to grant the College “\$175,000 towards additional endowment on the condition that the college would raise twice that amount, or \$350,000,” and pay off its debt.<sup>ix</sup> The East Pennsylvania and the Pennsylvania Conferences of the United Brethren Church paid the debt of \$88,247.08.<sup>x</sup> The goal of \$350,000 was pledged by July 1, 1924,<sup>xi</sup> and the endowment reached the sum of \$912,384 in 1931.<sup>xii</sup> The College had finally exited from the nightmare of unbalanced budgets, growing debt, and an inadequate endowment.

During the Thanksgiving season of 1921, the Association of Colleges and Preparatory Schools of the Middle States and Maryland published its first list of approved colleges. Lebanon Valley College hoped to be included on the list. When it was learned that it was not included, the shock was severe. By its exclusion, the accrediting association had judged the College as not meeting its standards. This non-accreditation threatened the College’s ability to attract students. The school’s existence was again in jeopardy.

The examiner’s rationale for not including the College on its list of accredited schools was due to a lack of sufficient endowment, too few Ph.D.s, the existence of the Academy, a lenient admission policy, a library with periodicals that were not up-to-date, and the absence of a trained librarian. With great energy, led by President Gossard, various College committees leaped into action. Remedial measures were undertaken including the hiring of a trained librarian, requiring four years of academic or high school preparation for admittance, and updating library periodicals to the equivalent of those of other colleges. The Academy was also to be discontinued in a year, and the College authorized hiring two new professors with Ph.D. degrees.

President Gossard, in a letter dated January 10, 1922, informed the Standardization Commission of the accrediting association of the remedial steps that the College was taking.<sup>xiii</sup> He then visited each of the 14 commissioners individu-



*Faculty, students, and families at Gretna Lake*

ally. During these visits, he shared the College's progress and vitality. On May 26, 1922, the commission "voted unanimously to place Lebanon Valley College on the approved list." The College had become a fully accredited institution.<sup>xiv</sup>

The accreditation process strengthened the academic program of the College, yet it was but a single step in an ongoing quest to be "an institution...of high grade." The quest led the faculty to a pedagogy that included more than lectures and recitations. In the laboratory, students were invited to discover for themselves. Oratory classes found fulfillment in stage productions.<sup>xv</sup> In 1923, the year after being accredited, the quest for excellence caused the curriculum to be significantly improved. A system of majors and minors was introduced. The *Catalogue* described the program in the following manner:

As a part of this total requirement [124 semester hours], every candidate must present at least 24 semester hours in one department (to be known as his Major), and at least 16 semester hours in another department (to be known as his Minor)...

The A.B. degree will be awarded to those fulfilling the requirements for a Major in the following departments: Bible and New Testament Greek, English, French, German, Greek, History, Latin, Mathematics (Arts option), Political and Social Science, Philosophy and Religion.

The B.S. degree will be awarded to those fulfilling the requirements for a Major in the following departments: Biology, Chemistry, Mathematics (Science option), Physics.

The B.S. in Ed. degree will be awarded to those fulfilling the requirements for a Major in Education, but in this case two Minors of not less than 16 semester hours each must be presented.<sup>xvi</sup>

When George Daniel Gossard became president of Lebanon Valley College, a number of problems were laid at his feet. The problems were not new. They had been grappled with since the school's inception. With an earnest zeal and an unwavering dedication to the advancement of the College, Gossard engaged these matters. During his nearly two decades as president, the student body grew from a net enrollment of 226 (1913) to 709 (1931–1932),<sup>xvii</sup> the school's debt was liquidated, an endowment of more than \$900,000 was secured, budgets were balanced, the College received accreditation, and the number of faculty increased from five in 1913 (one of whom had a doctorate) to 24 in 1932–1933 (16 of whom had doctorates).<sup>xviii</sup> President Goddard, who is described by Dr. Hiram Shenk [LVC professor, 1899–1916, 1920–1950] as a man of “gentlemanly bearing” and “unfailing courtesy,”<sup>xix</sup> achieved much during his presidency. But perhaps his greatest achievement was replacing the bad dream that the College might not survive with the sweet smell of success.

## Chapter 5 Endnotes

- <sup>i</sup> “Phenomenal Growth of College Due to Work of Dr. Gossard,” *La Vie Collegienne*, April 21, 1932, 1. *La Vie Collegienne* is the College’s student newspaper.
- <sup>ii</sup> *Minutes of the East Pennsylvania Conference*, 1929, 42.
- <sup>iii</sup> *Minutes of the East Pennsylvania Conference*, 1918, 21.
- <sup>iv</sup> *Minutes of the East Pennsylvania Conference*, 1916, 23.
- <sup>v</sup> Wallace, *Lebanon Valley College*, 163.
- <sup>vi</sup> *Minutes of the East Pennsylvania Conference*, 1923, 39.
- <sup>vii</sup> “First Annual Report of the Conference Superintendent,” *Minutes of the East Pennsylvania Conference*, 1918, 8.
- <sup>viii</sup> This information comes from the material that was sent to the General Education Fund. The amount requested was \$16,906.50.
- <sup>ix</sup> *Minutes of the East Pennsylvania Conference*, 1923, 41.
- <sup>x</sup> *Minutes of the East Pennsylvania Conference*, 1925, 58.
- <sup>xi</sup> *Minutes of the East Pennsylvania Conference*, 1924, 41.
- <sup>xii</sup> *Minutes of the East Pennsylvania Conference*, 1931, 35.
- <sup>xiii</sup> Wallace, *Lebanon Valley College*, 178–180, gives the complete text of the letter.
- <sup>xiv</sup> The information regarding accreditation comes from the *Minutes of the East Pennsylvania Conference*, 1922, 52, and Wallace, *Lebanon Valley College*, 178–180.
- <sup>xv</sup> The pedagogy of Henry Eckert Wanner, professor of chemistry and physics, is described in the following manner: “In the laboratory he invites you to find out for yourself, but is always ready to assist when assistance means economy of time and no loss of opportunity to learn.” *Bizarre* 1912 (Published by The Junior Class of Lebanon Valley College, 1912), 11. In 1912, the first Shakespearean commencement play was staged. It was directed by Professor May Belle Adams of the Oratory Department. Stage productions were seen as the platform on which skills learned in the oratory classroom could be honed. *The Quittapahilla*, 1920 (Published by The Junior Class of Lebanon Valley College, 1920), 4.
- <sup>xvi</sup> *Catalogue*, 1923, 28.
- <sup>xvii</sup> *Catalogue*, 1913, 53, and *Catalogue*, 1931–1932, 85.
- <sup>xviii</sup> *Catalogue*, 1913, 5, and *Catalogue*, 1932–1933, 6–9.
- <sup>xix</sup> The description of President Gossard comes from a tribute by Dr. Hiram H. Shenk in the *La Vie Collegienne*, April 21, 1932, 1.

## Chapter 6

# *Observant Propriety and Nefarious Pranks*

There was from the 1890s through the 1930s a code of behavior—an observant propriety—to which Lebanon Valley College students were to adhere. In 1922, *The Crucible*, a student publication, described a senior class event.

### *Senior Hike*

It was just the kind of a night for a hike, warm, a yellow moon and a starlit sky....

A delightful spot was chosen in the woods near by, and the gallants soon had a roaring fire. Every one gathered around the blazing logs and roasted “doggies”....

Mr. Boyer entertained us very cleverly by reviewing the history of the class....Then the singing of the college songs made the woods ring.

Under the charming chaperonage of Professor and Mrs. Grimm and “Coach” Hollinger, the Seniors wended their way homeward from the last hike.<sup>i</sup>

The “Senior Hike” bespeaks of a propriety in which vulgarity and vicious conduct are absent. It bears the imprint of a code of behavior that values order, participation, and community. Such propriety was woven into the fabric of the College from its beginning. On the one hand, vulgarity in language or action and vicious conduct were frowned on. Gambling, the drinking of intoxicating liquors, the use of tobacco on campus, idleness, and “incorrigibility” were to be punished.<sup>ii</sup> On the other hand, participation in literary societies, cultural events, chapel services, religious groups, class events, and athletic teams was encouraged.



*The first May Day pageant was held in 1912 under the direction of Miss May Belle Adams, professor of oratory and dramatics.*

A myriad of activities were laced into the rhythm of student life from the 1890s through the early 1930s. There were class hikes, May Day celebrations, parties, and the Star Course, which included lectures and entertainment in the chapel. There were religious services, activities of the Christian associations (YMCA and YWCA), weekly prayer meetings, and an annual week of prayer.<sup>iii</sup> The literary societies, during the early years, had programs, socials, debates, and orations. These societies were so successful that a fourth literary society, the Delphian Society for women, was formed in 1921.<sup>iv</sup> The number of athletic teams expanded. Now the College was represented by teams that played baseball, men's basketball, women's basketball, track, and football.

President Bierman in 1894, echoed by President Roop in 1903, described student life at the College with its innumerable activities as displaying "a strong sentiment...against disorder and ungodliness." An observant propriety, as Bierman saw it, that valued order and not disorder, godliness and not vulgarity, was the code of behavior that was being practiced. And yet the Clios, during the Bierman presidency when public dancing was prohibited by the College, would organize their room for dancing after their formal meetings, and, as reported by Wallace, "There were occasional pranks...such as bringing a horse and buggy onto the chapel platform before morning prayers."<sup>v</sup>

By the time of Keister's presidency, playful incidents were becoming nefarious pranks, and observant propriety was contending with raucous disorder. There were disturbances in the men's dormitory.<sup>vi</sup> The Death League, a hooded band that was dedicated to terrifying freshmen, was becoming "bold and defiant." There was unrest among students because President



Keister was considered less than fully supportive of College athletics, and the new gymnasium was still unbuilt.<sup>vii</sup>

It was the night of January 18, 1911, when the smoldering unrest on campus ignited. The unrest was directed toward President Keister. That afternoon the Athletic Association requested of the faculty, with the president presiding, “that athletic ability be considered as well as scholarship in awarding scholarships.”<sup>viii</sup> This request came after a disastrous football season in which Lebanon Valley had been outclassed by most of its opponents, scoring only 51 points to the opponents’ 212 points.<sup>ix</sup> The football program was in crisis. The coach wrote in the *College News* (the student newspaper): “It is unwise to continue to send out a team to play other college teams represented as we are.”<sup>x</sup> Therefore, the request was made that athletic scholarships be considered. The faculty responded by informing the Athletic Association that “there are no scholarships which can be awarded according to this request.”

After the faculty meeting, the night of the 18th, President Keister went to the men’s dormitory to discuss matters with the Senior-Junior Council. The situation was tense. Suddenly, out went the dormitory lights. There was an eerie darkness. A loud clatter of cans was heard outside the door of the dormitory room in which President Keister found himself. This was followed by a banging on the room’s closed door. Those hammering on the door chanted: “We want blood. We want blood. We want Prexy’s blood.” When the chanting had finally quieted and the president thought that he could depart safely, he left the room. But as he exited, he was doused with two buckets of cold water. Observant propriety, at least for that moment, had been usurped.



*The Alumni Gymnasium before a Philokosmian Dance*

George Gossard succeeded Keister as president of the College. With a firm resolve, Gossard laid down rules at his first faculty meeting for the daily chapel service. The bell of the Administration Building was to be rung as a signal for chapel. The faculty was to sit on the rostrum. Students were to sit in assigned seats, and attendance would be taken.<sup>xi</sup>



*Lenny the Leopard, originally known as the African Leopard, was from Sierra Leone and came to LVC as a prized gift from missionary William M. Martin, Class of 1918. It later became a popular prank to “steal” Lenny and have him reappear in unlikely places, including the Lebanon Post Office and various campus classrooms.*

The new president’s firmness was tempered with understanding. He understood that there was a lack of harmony between the administration and the student body. With the help of his wife, who was a gifted hostess, students were invited to parties at the president’s residence.<sup>xii</sup> Athletic scholarships were granted. By 1914, the *College News* could speak of “L. V.’s Greatest Foot Ball Season.” It was a season in which Lebanon Valley scored 234 points against their opponents’ 22 points.<sup>xiii</sup>

The Gossard presidency brought healing to the rift that existed between the administration and the students in the Keister years. But raucous disorder did not disappear. In 1930, *La Vie Collegienne*, the successor to the *College News*, reported: “For several years...the practice of throwing all kinds of refuse on the campus in front of the men’s dormitory has persisted in spite of the remonstrances of those who have the interests of the school at heart.” The refuse included “Camel stubs, Prince Albert tins, scraps of blue-books, and



*The cape- and mask-wearing Red Avenger was a mysterious creature who randomly appeared during campus special events.*



bits of broken glass-ware.” Inside, the men’s dormitory hallways and rooms were unswept and littered with trash. The article concluded: “Really, this sort of thing isn’t done at Lebanon Valley College in other matters. It is contrary to the very spirit of the institution.”<sup>xiv</sup>



*Wig and Buckle Theater Company*

Two weeks after reporting the trashing of the men’s dormitory, *La Vie Collegienne* printed a story about “Chapel Hooters.”

“Will those children [in] the galley be quiet when the show begins, or do you think I should speak to them about it?” This was the...apprehension expressed by the director of the first star course program to a student when “the children” were hooting, cat-calling, and in general producing pandemonium.... “The children” were none other than our grown-up collegiate males who insist by their obstreperousness upon disgracing the college in the eyes of our visitors every time a chapel entertainment is given....

Let us hang out the “dorm” windows to do our hooting and cat-calling, if that is our occasional inclination, but at our entertainments let us conduct ourselves as men whom visitors will consider well-bred and cultured.<sup>xv</sup>

Observant propriety—a code of behavior that values order, culture, and piety—found itself jousting with raucous disorder.

## Chapter 6 Endnotes

- <sup>i</sup> “Senior Hike,” *The Crucible*, October 10, 1922, 8.
- <sup>ii</sup> *First Annual Catalogue*, 1866–1867, 32.
- <sup>iii</sup> The week of prayer was marked by prayer meetings and “evangelistic talks.” “Week of Prayer Observed Here,” *College News*, March 10, 1914, 1, and “L.V. For Christ,” *College News*, February 2, 1915, 1.
- <sup>iv</sup> The inaugural program of the Delphian Literary Society was on December 2, 1921. *The Crucible*, December 10, 1921, 13.
- <sup>v</sup> Wallace, *Lebanon Valley College*, 106.
- <sup>vi</sup> “Editorial,” *College News*, October 11, 1910, 2.
- <sup>vii</sup> “Editorial,” *College News*, September 26, 1911, 2, and Edna J. Carmean, *President Keister*, an unpublished paper, 3.
- <sup>viii</sup> The events of January 18, 1911, are told more fully in Wallace’s centennial history of the College. Wallace, *Lebanon Valley College*, 153–158.
- <sup>ix</sup> There were nine games scheduled in 1911, of which five were against college teams. The five college teams scored 148 points to Lebanon Valley College’s six points. These statistics come from the *College News*, September 19, 1911, through November 28, 1911.
- <sup>x</sup> Coach Wilder, “Football at Lebanon Valley,” *College News*, November 21, 1911, 1–2.
- <sup>xi</sup> Edna J. Carmean, *President Gossard*, an unpublished paper, 1.
- <sup>xii</sup> One such party that was given by the Gossards was called the “Automobile Party.” The invitation included a doggerel that exemplifies the nature of these gatherings: “An automobile party we are going to give, You’ll remember it as long as you live, On the third of June be sure to come, For if you don’t you’ll miss the fun. And so dear Seniors, one and all, We extend to you this hearty call.”
- <sup>xiii</sup> Professor A.E. Shroyer, “L. V.’s Greatest Foot Ball Season,” *College News*, Vol. VI, No. 13, December 8, 1914, 1.
- <sup>xiv</sup> “The Old Refrain,” *La Vie Collegienne*, March 13, 1930, 2.
- <sup>xv</sup> “Lost! Chapel Hooters,” *La Vie Collegienne*, March 27, 1930, 2.



*Engle Hall*



*LVC students leave Annville to serve in World War II.*

*1932–1983:  
A Pockmarked Landscape*

## Chapter 7

# *A Challenging Terrain*

A pockmarked landscape is what the College found itself crossing from 1932–1983. The Great Depression, three wars, church mergers, and a shrinking pool of available students were part of the difficult terrain to be crossed. The three presidents who traversed this landscape—Clyde A. Lynch [1932–1950], Frederic K. Miller [1951–1967], and Frederick P. Sample [1968–1983]—had different challenges to face. The terrain in 1945 involved a flood of more mature students who, on returning from war and with the aid of the G.I. Bill of Rights, enrolled in colleges in unprecedented numbers. In contrast, the topography in 1980 meant dealing with a decline of high school graduates in the College’s primary recruitment area. Each situation provided its own challenges and possible pitfalls. How the pockmarked landscape was traveled is a story of unflinching resolve, unwavering institutional loyalty, and surprising endurance.

The year was 1932. On the last day of September, Clyde Alvin Lynch, a short man with dark hair and high energy, was elected to the presidency of Lebanon Valley College. He had graduated from the College in 1918 and from the Bonebrake Theological Seminary in 1921. While serving a church in Philadelphia, he enrolled in the Ph.D. program in psychology at the University of Pennsylvania. Having completed his class work, with only his thesis to finish, he returned in 1930 to Bonebrake, the only seminary of the United Brethren Church, as professor of homiletics. He received his Ph.D. in 1931.



*Rev. Clyde A. Lynch, D.D., Ph.D.,  
President, 1932–1950*

“Clyde Alvin Lynch was a born preacher,” writes Edna Carmean.<sup>i</sup> His aptitude for preaching became evident early. He was appointed to a United Brethren circuit when he was only 18 years of age. At the Bonebrake Theological Seminary, he taught the craft of preaching to future pastors. The trustees of Lebanon Valley College in 1932 were looking for a president who could help the College—someone who was a good speaker, was better known, and who had the proper academic credentials. In Lynch, they found such a speaker and a holder of a Ph.D.



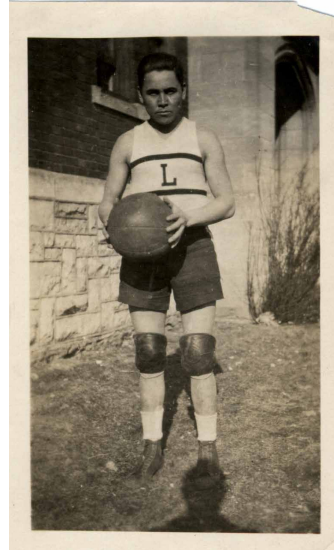
Lynch began his presidency at a time when the Great Depression was sucking the life out of the nation. At its depth in 1933, 16 million people, one-third of the labor force, were unemployed. Under such conditions, sending a child to college became a luxury that many families could no longer afford. Student enrollment in colleges declined, and the competition between schools for available students intensified. In 1933, Lebanon Valley College experienced a decrease of 25 students from the previous year and, more alarmingly, a decrease of 31 freshmen from the preceding year. Enrollment needed to be stabilized.<sup>ii</sup>

Steps were initiated to achieve stabilization. A more active advertising campaign was launched. Road signs announcing the College for prospective visitors were installed. A weekly radio program on a Harrisburg station was initiated and competitive scholarship examinations were begun. The first of these examinations took place on May 5, 1934. Ninety-one students, representing 46 high schools, competed for three full-time scholarships, three half-time scholarships, and three day-student scholarships of \$50 each. The expectation was that those who did not receive scholarships would find the atmosphere of the College so congenial that they would choose Lebanon Valley.<sup>iii</sup> With such efforts, enrollment not only stabilized but slowly increased. The challenging terrain of the Great Depression was successfully crossed, though it exacted its pound of flesh. To meet the deficits occasioned by the Depression years, faculty salaries were reduced and tuition charges increased.<sup>iv</sup>



*Girls' Band, 1939.*

No sooner had the Great Depression passed than war arrived. World War II threatened small colleges across the nation. To meet the national emergency of the war, males were being drafted into the military. This dramatically affected college enrollment. The number of male students at Lebanon Valley College declined precipitously, so much so that a plaintive verse describing the situation was heard: "Lord, send me something in pants to take me to the Clio dance."<sup>v</sup> During the 1942–1943 academic year, 124 men left the College to serve in the military. In 1940, the year before the United States entered World War II, enrollment at the College was 410. By September 1943, total enrollment had slipped to 200. Only 64 of the 200 students were male, when normally twice as many men than women would be enrolled. The men who were enrolled were either waiting to be called by a Draft Board or deferred for a limited time.



*Emerson Metoxen, Class of 1927, was one at least four American Indians who attended LVC in the early 20th century.*



*LVC students prepare to leave Annville to serve in World War II.*





*1946–1947 Chemistry Club*

The decreased enrollment caused a sizable drop in the College's income. In 1943, President Lynch reported to the trustees that Lebanon Valley College could "become a deplorable casualty of the war."<sup>vi</sup> He indicated that this was not a time for retrenchment, but of moving ahead by increasing the endowment and erecting better facilities.<sup>vii</sup> A financial campaign was launched to raise \$550,000 for the purpose of creating a physical education building, increasing the endowment, and liquidating indebtedness. The pledges exceeded the goal. The East Pennsylvania and Pennsylvania Conferences pledged \$424,855 of the \$552,127 promised. The remaining funding came from alumni (\$58,898), Lebanon County (\$56,806), and general gifts (\$11,568).<sup>viii</sup> The College emerged from the war without debt, having completed a successful financial campaign, and with an endowment of a million dollars.

With the war ended, veterans, aided by the G.I. Bill, sought a college education in unheard of numbers. In 1948, enrollment at the College swelled to 813 full-time students, of whom 53 percent were returning military. War had matured these veterans. They had goals and a seriousness about them. Some were married and had part-time jobs. They expected excellence in the classroom.<sup>ix</sup> To meet the requirements of a greatly increased student body, the faculty was augmented. In 1947, there were 21 additions to the faculty, and in 1948, 12 new members were added.<sup>x</sup> Dean Alvin H.M. Stonecipher [professor and dean, 1932–1959], musing on the transition from war time to peace time, reported to the College's trustees: "We were passing from abnormally lean years in College enrollment, but we were headed for equally abnormal high enrollment. To speak paradoxically, abnormality has become almost normal."<sup>xi</sup> But normality did return. By 1950, fewer veterans were seeking admission.

It became evident in the summer of 1950 that President Lynch's health was failing. He wrote to a friend, "I think I would rather live a busy life and drop off suddenly than to spare myself too much and live to a ripe but uneventful old age." It happened precisely as Lynch wished. Carmean writes, "Early on Sunday morning, August 6, 1950, after a busy week in his office, he died [at age 58] in his sleep."<sup>xii</sup> He died having successfully guided the College through the challenges that the Great Depression and World War II presented.



*Clyde A. Lynch '18 Memorial Hall*

**D**r. Lynch was buried on a hot August day. On that same day, an acting president of Lebanon Valley College was appointed by the school's trustees. They chose a member of the faculty, Frederic Keiper Miller, who had been serving as chair of the History Department and as the assistant to the president. Ten months later, on June 1, 1951, Frederic Miller was elected to the presidency of the College.<sup>xiii</sup>

"Fritz" Miller grew up five miles from Lebanon Valley College. His father, the pastor of the Salem United Brethren Church in Lebanon, was a graduate of LVC and was one of the College's first alumni trustees. It seemed natural for young Frederic to matriculate at The Valley. He graduated from the College in 1929. He then entered the University of Pennsylvania, earning an M.A. in 1931 and a Ph.D. in 1948.



*Frederic K. Miller, Ph.D., LL.D.,  
President, 1951–1967*

In 1939, a dream came true for Frederic Miller. He joined the faculty of his alma mater to teach history. An “article in the *Alumni News* recalls him as ‘the tall, dark-haired professor with the leisurely, narrative-like lectures and the disconcerting habit of asking questions that required reasoning rather than memorized answers from the text.’”<sup>xiv</sup>

The terrain that greeted the new president was challenging. It was not an unfamiliar landscape for the College. As war was a part of the topography in the Lynch years, it also was a part of the Miller years. Just as the declining birth rate of the early 1930s created a smaller pool of high school graduates, the Korean War came. The war led to a decline in enrollment as young men were inducted into the military. In 1949, before the war, 828 students were enrolled. By the 1952 fall semester, enrollment was down to 481. The College was operating “in the red.” Budgets were tightened. No one envisioned a balanced budget in Dr. Miller’s first years as president.<sup>xv</sup>

The landscape was further complicated by a less than stellar 1950 evaluation by a Middle States Association Evaluation Committee. Though the evaluating committee found the atmosphere of the College to be “wholesome and satisfactory,” a number of major recommendations were made, with the expectation that the school’s progress would be reviewed in two years.<sup>xvi</sup> At a time of decreased student enrollment, expenses exceeding income, and the danger of losing accreditation, it would have been easy for an attitude of defeat to have held the College in its embrace. Instead, a resolute President Miller set out to fulfill the dream of the school’s founders, that Lebanon Valley College be “an institution...of high grade.”



*The A.R. Kreider Manufacturing Company  
was transformed into Science Hall in 1957.*

Steps were taken to comply with the recommendations of the evaluating committee. Enough progress was made by 1952 for the Middle States Association to continue Lebanon Valley College on its list of accredited institutions.

Two major fundraising drives were initiated. Each was successful. The College raised \$1,090,000 in 1955–1956, well above the original goal of \$900,000. Ten years later the Centennial Fund reached \$1,600,000. Such funds contributed to buildings being renovated and new construction. The Lynch Gymnasium was given air-conditioning and furnished with new lighting and heating systems. The three-story Kreider Manufacturing Company building was purchased and renovated to accommodate the Biology and Chemistry departments. It became Science Hall. Seven new buildings were constructed during the 16-year presidency of Dr. Miller: Gossard Memorial Library (1957), Mary Capp Green Hall (1957), the College Dining Hall (1957), Vickroy Hall (1961), Keister Hall (1965), Hammond Hall (1965), and the chapel (1966).<sup>xvii</sup>



*Members of the 1965 Women's Basketball Team*

In the academic area, classes became smaller. An honors program and independent study opportunities were introduced. "Faculty salaries," notes Carmean, "were revised sharply upward, a policy granting sabbatical leaves was established, and financial grants were made available for approved summer study projects."<sup>xviii</sup> The faculty grew from 56 to 83, and the student body that numbered 512 in 1951 grew to 835 by 1967.<sup>xix</sup>



On April 1, 1967, Dr. Frederic K. Miller left the College to become Pennsylvania's first Commissioner of Higher Education. He had, during the 16 years of his presidency, traversed a challenging landscape from which a more mature institution emerged.

Allan W. Mund became the acting president of Lebanon Valley College on April 1, 1967. Mund, who had been the president of the College's Board of Trustees since 1962 and would continue in that capacity, saw himself as providing leadership until a new president was in place.<sup>xx</sup> Mund, who had received an honorary doctorate from the College in 1966, appointed a nine-member search committee. At its first meeting, the committee determined that an ideal candidate should have educational experience, a church relationship, skill in human relations, administrative experience, an understanding of youth, and public speaking ability. The committee also decided that the ideal candidate would be between 40 and 50 years of age, with a wife who was able "to serve as a gracious hostess."<sup>xxi</sup>

More than 150 persons were proposed to the committee. All were considered, but only one survived the rigorous sifting: Frederick Palmer Sample. Sample met all of the committee's expectations but one, which he was expected to attain in the course of time, in that he was three years short of being 40 years of age.<sup>xxii</sup> On Feb. 3, 1968, the trustees elected him the 13th president of Lebanon Valley College.



Frederick P. Sample, D.Ed.,  
D.H.L., President, 1968-1983

Sample graduated from Lebanon Valley College *cum laude* in 1952. He was a star athlete who lettered in football and track, and was a member of Phi Alpha Epsilon, a campus honorary society whose membership was based on scholastic achievement. Following graduation, he taught at Annville High School for a year, moved to the Red Lion School District as a teacher and then as an administrator, and earned a master of education degree at Western Maryland College. In 1964, at the age of 34, having advanced in the teaching profession with mercurial speed, Frederick Sample became the superintendent of schools for the Manheim Township School District.

After four years at Manheim, on Sept. 1, 1968, the same year that he completed his doctorate in education, the Sample presidency of Lebanon Valley College commenced. This was a time when the Vietnam War, affirmative action, and the desegregation of schools were part of the national scene. It was an era strewn with campus anti-war marches and demonstrations in support of civil rights. At LVC, civil rights leaders spoke on campus, a number of students par-

ticipated in a May 1970 anti-war march at Dickinson College, and a prayer vigil was held on the steps of Miller Chapel after the Kent State shootings, but there were no protest marches or demonstrations on campus. Lebanon Valley College seemed somewhat insulated from the unrest of the national scene.

Though President Sample did not have to deal with the repercussions of such things as campus rallies where draft cards were burned, there were other challenges that demanded his attention. The College's trustees had determined that the number of full-time students should "grow gradually to a few over one thousand."<sup>xxiii</sup> That challenging goal was attained. By September 1974, the enrollment of full-time students reached a zenith. It had gradually and steadily crept upward from 857 in 1968, the first year of the Sample presidency, to 1,053 in 1974.<sup>xxiv</sup>

A growing student body and President Sample's resolve that the College be a place where academic excellence and the development of character were combined led to an awareness that new and better facilities for academic endeavors and student life were needed.<sup>xxv</sup> Two new student residence halls were built, Silver and Funkhouser. The Fund for Fulfillment campaign was launched in two phases. Phase I, in the early 1970s, was designed to provide funds for the construction of a college center, a new music building, a pedestrian bridge over the railroad, a new campus entrance, and to increase the College's endowment. The goal of Phase I was \$4.5 million. It was reached in three years. The goal was exceeded, with pledges by September 1978 totaling \$4,610,898.<sup>xxvi</sup>

During the second half of the 1970s, Phase II of the Fund for Fulfillment was launched. The intention was to raise \$10 million for a new science center, where research facilities and teaching space would, declared Sample, "surpass those provided for undergraduate study in almost any program anywhere."<sup>xxvii</sup> In November 1983, it was announced that the College had exceeded its \$10 million goal by \$400,000.<sup>xxviii</sup>

As Phase I of the Fund for Fulfillment was being successfully completed, the ugly shadow of declining enrollment again fell on the College's path. Presidents Lynch and Miller had struggled with stretches of decline. It would be no different for Frederick Sample. The first year of the decline was the 1974–1975 academic year. In succeeding years, like a slow-moving but toxic vine, declining enrollment continued its steady creep. By the opening of the 1983–1984 school year, full-time enrollment had sunk to 825, a decrease of 228 students from the 1974–1975 high of 1,053.

In explaining the decline, President Sample said, "Many forces are at work."<sup>xxix</sup> One of those forces was a decline in the number of high school graduates in the early 1980s within the College's primary recruitment area (Pennsylvania,

Maryland, and New Jersey). Other forces at work were an increased popularity of two-year over four-year colleges, a greater interest in technological skill than in liberal arts proficiency, and a cutting back of music education in elementary and secondary schools.<sup>xxx</sup>

On May 25, 1978, in an atmosphere in which the College continued to negotiate the slippery terrain of declining enrollment, a newly formed President's Planning Commission met for the first time. The stated purpose of the commission was to help the College "see and seize new opportunities....identify what is most important toward fulfilling our stated purpose.... [and] select courses of action."<sup>xxxi</sup> Early on it was decided that "The basic assumption of the Planning Commission is that the survival of Lebanon Valley is at stake."<sup>xxxii</sup>

There were good reasons for the commission to be concerned about the College's future. Unless strategies were devised and executed to stem an eroding student population, there would be an insufficient financial base to continue as a healthy institution.<sup>xxxiii</sup> A contrast with a peer institution made the situation seem no less dire. Enrollment at LVC dropped in September 1981, with 55 fewer full-time students than the previous year. That same September, Elizabethtown College announced that it was experiencing "the second highest new enrollment figure since the school was founded."<sup>xxxiv</sup> With humor and an absence of panic, an editorial in *The Quad*, the student newspaper, described the situation:

By now I'm sure most of you know about the decrease in enrollment. The drop in students has placed the College in a serious situation—serious, but not critical. So to all of you who have been losing sleep over the abundance of singles (rooms, not people) on campus, you can stop worrying so much.

You shouldn't stop worrying all together, though. The fact is that the school has been losing students steadily for the past five years. This is not what you would call a good omen.

But, the deans seem to think they have the situation under control, so you don't have to start packing your bags. LVC is not going to fold in the near future.<sup>xxxv</sup>

As in earlier years, Lebanon Valley College did not fold. It stayed very much alive. In April 1983, Frederick Sample announced his resignation as president effective Dec. 31, 1983. He explained, "The completion of [the] Garber Science Center and....the completion of the capital campaign by December just provide a great opportunity for a change."<sup>xxxvi</sup>





*The Vernon and Doris Bishop Library was revitalized in 2016 through the generosity of The Bishop Foundation and its family members Katherine, Thomas, and Trudie Bishop.*

# Chapter 7 Endnotes

- <sup>i</sup> The information regarding President Lynch's background and selection as president of Lebanon Valley College is from an unpublished paper by Edna J. Carmean, *President Lynch: 1932–1950*.
- <sup>ii</sup> *Minutes of the East Pennsylvania Conference*, 1933, 35.
- <sup>iii</sup> A more detailed description of the steps taken to stabilize enrollment during the Depression years is found in Wallace's *Lebanon Valley College*, 200–201.
- <sup>iv</sup> *Minutes of the East Pennsylvania Conference*, 1937, 38.
- <sup>v</sup> This is a remembrance of Edna J. Carmean. It was stated in a March 15, 1996, interview that is part of the College's oral history project.
- <sup>vi</sup> *President's Report to the Board of Trustees of Lebanon Valley College*, 1943, 2.
- <sup>vii</sup> President Lynch had made this appeal as early as 1941. *Minutes of the East Pennsylvania Conference*, 1941, 38.
- <sup>viii</sup> *Minutes of the East Pennsylvania Conference*, 1948, 52.
- <sup>ix</sup> Information regarding the maturity and expectations of the returning veterans comes from a July 9, 2007 interview of George "Rinso" Marquette.
- <sup>x</sup> The 1947 number is from *La Vie Collegienne*, September 26, 1947, 1. The 1948 number is from the *Minutes of the East Pennsylvania Conference*, 1948, 50.
- <sup>xi</sup> *Dean's Report to the Board of Trustees of Lebanon Valley College*, 1947, 1.
- <sup>xii</sup> Carmean, *President Lynch*, 5.
- <sup>xiii</sup> The source of the material regarding President Miller is an unpublished paper by Edna J. Carmean, *President Miller*, 1951–1967.
- <sup>xiv</sup> Carmean, *President Miller*, 3.
- <sup>xv</sup> Information regarding the effect of the Korean War on enrollment and the budget are from Dr. Miller's *Report of the Acting President of Lebanon Valley College for the College Year, 1950–1951*, June 1, 1951, 1–2.
- <sup>xvi</sup> Included among the recommendations by the Middle States Association Evaluating Committee were the following: teaching and pupil loads be reduced, salaries be high enough to make unnecessary heavy teaching loads for purposes of supplementing income, a new library, an adequate social center, and better laboratory facilities. *Report of the President of Lebanon Valley College for the College Year, 1949–1950*, 4–20.
- <sup>xvii</sup> *La Vie Collegienne*, January 13, 1967, 3–4.
- <sup>xviii</sup> Carmean, *President Miller*, 4.



<sup>xix</sup> The enrollment for 1951 comes from "Report of the President, June 1, 1952," *Lebanon Valley College Bulletin*, August 1952, 2. The enrollment for 1967 is from *La Vie Collegienne*, January 13, 1967, 4. The faculty numbers are from Carmean, *President Miller*, 4.

<sup>xx</sup> Allan W. Mund H'66, the retired board chairman of the Ellicott Machine Corporation, on becoming acting president, stressed the temporary nature of the appointment by the comment: "I feel highly honored that the Board has placed this trust in me. I look forward to their continued cooperation during this transition period. With their assistance I am confident that we can maintain the upward surge of the College...." Office of Public Relations, *For Release, Saturday, A.M., April 1*, 1.

<sup>xxi</sup> The information regarding the ideal candidate comes from the *Faculty Newsletter*, February 8, 1968, 2.

<sup>xxii</sup> *Faculty Newsletter*, February 8, 1968, 2.

<sup>xxiii</sup> *Report of the President 1973–1974*, 2.

<sup>xxiv</sup> The 1968 enrollment figure is from *Report of the President of Lebanon Valley College 1968–1969*, 1. The 1974 figure is from "Lebanon Valley College," *Journal of the Eastern Pennsylvania Conference*, 1975, 124.

<sup>xxv</sup> In 1976, President Sample stated, "Sometimes education appears uninterested in the combination of academic excellence and a concern for persons. But I continued to find this combination as a major priority at Lebanon Valley." "President Cites Progress in Report for 1975–1976," *LVC Journal*, September 1976, 1.

<sup>xxvi</sup> "President's Report 1977–1978," *LVC Journal*, September 1978, 3.

<sup>xxvii</sup> *Report of the President 1982–1983*, 2.

<sup>xxviii</sup> "LVC Raises 10 M," *The Quad*, November 10, 1983, 1.

<sup>xxix</sup> Linda Friskey, "President Sample Answers the \$5460 Question," *The Quad*, February 20, 1979, 2–3.

<sup>xxx</sup> Greg Stanson '63, who became director of admissions in 1972, noted in an interview that in the late 1970s schools were cutting their music education programs. The market for music teachers collapsed. This hurt Lebanon Valley College, because it had a strong music education program. With an absence of jobs, the number of music education majors at the College plummeted.

<sup>xxxi</sup> The President's Planning Commission that was chaired by the president of the College was "composed of the Vice President/Dean of the college, Vice President/Controller, Dean of Students, Executive Director of Development and College Relations, Assistant Dean and Registrar, Director of Admissions, Director of Weekend College, Chaplain, the five Faculty who are on the Board of Trustees, and the Chairperson of the Faculty's Central Committee." The five task forces that reported to the Planning Commission were "Program and Delivery Systems, Finance and Development, Recruitment and Enrollment, Student Services and Extra-Curricular Activities, and Supportive Services and Auxiliary Enterprises." *The Creation of The Lebanon Valley College President's Planning Commission with Working Task Forces*, 1, 3–4.

<sup>xxxii</sup> *Minutes of the Planning Commission*, November 17, 1978, 1.

<sup>xxxiii</sup> Decreased enrollment meant lean budgets. Stringent financial controls were imposed. In September of the 1977–1978 academic year, because enrollment was less than projected, the administrator of each division of the College was asked to propose new budgets for their area with a net overall cut of 3 percent. By the second semester, with a much larger attrition of students than was normal, “a total freeze on purchase orders and travel vouchers” for the remaining three months of the fiscal year was put in place. All of this was occurring at a time when financial support from the church was decreasing. It fell from \$164,161 in 1971–1972 to \$86,409 in 1976–1977. No longer could the college go to the church, as did Lynch, for a “bailout.” Minutes of the Planning Commission, October 27, 1978, 1; President’s Staff Meeting, January 27, 1978, 1, and April 14, 1978, 1; *Journal of the Eastern Pennsylvania Conference*, 1978, 107–108.

<sup>xxxiv</sup> Mike Thomas, “Stanson and Reed Discuss Enrollment,” *The Quad*, September 11, 1981, 1.

<sup>xxxv</sup> Dawn Humphrey ’83, “In Case Anybody Out There Cares...” *The Quad*, September 11, 1981, 2.

<sup>xxxvi</sup> David Frye ’84, Amy Hostetler ’84, Pete Johansson ’84, and Sharon Ford ’83, “Sample Announces His Intent to Resign,” *The Quad*, April 22, 1983, 1.

## Chapter 8

# Striving for Excellence

Frederic Miller, in a 1957 report to the Lebanon Valley College trustees, remarked: “Is [a] college good enough for the most promising young man or woman? This is the critical question.”<sup>i</sup> Lebanon Valley College was good enough for the promising Bruce Manning Metzger. It provided him with a curriculum that was demanding and professors who carefully nurtured his development.

Metzger grew up in Middletown, Pa., a town with a population of about 6,000 that got its name during the stagecoach days, because it was the midpoint, where tired horses were replaced by rested ones, between Lancaster and Carlisle. His father, a lawyer, hoped that his son would also become a lawyer and that the shingle outside the office would someday read, “Metzger and Son.”<sup>ii</sup> Instead, young Metzger became an internationally renowned scholar, who earned a Ph.D. in classics at Princeton University, was a world leader in the textual study of the New Testament, chaired the Committee of Translators for the New Revised Version of the Bible, taught at Princeton Theological Seminary for more than 40 years,<sup>iii</sup> and was acknowledged as “the greatest American New Testament critic and biblical translator of the twentieth century.”<sup>iv</sup>



Dr. Bruce Manning Metzger,  
Class of 1935

Lebanon Valley College played a significant role in Bruce Metzger’s development as a scholar. After graduating in 1931 from Middletown High School, Metzger entered Lebanon Valley College, his father’s alma mater. All students were expected to take a foreign language. Metzger chose the elementary course in classical Greek grammar. In his *Reminiscences of an Octogenarian*, he writes, “I developed a liking for the language.”<sup>v</sup> Because of that, he decided to continue with the study of Greek. Metzger’s professor of Greek was Gustavus A. Richie, who had included the study of New Testament textual criticism in his graduate work at the University of Pennsylvania. Consequently, in the third year of Greek, Richie had his students read part of the New Testament’s book of Acts in Greek and make a comparison of a section of Acts preserved in two divergent manuscripts.

In addition to Metzger taking a fourth year of Greek under Professor Richie, Alvin H.M. Stonecipher, the professor of Latin, kindly agreed to offer Metzger two semesters of Greek as an independent study. The offer was readily accepted by Metzger. Plato's *Euthyphro* was translated as well as several of the Apostolic Fathers in the class. By the latter part of his college career it became apparent, writes Metzger, that becoming a teacher of New Testament Greek "was the kind of work I would find altogether congenial."<sup>vi</sup>

Metzger, as an octogenarian, had this reminiscence of the quality of his college education: "...as I look back now, I feel that I was particularly fortunate in the scope and kinds of instruction made available on the campus of a small liberal arts college [Lebanon Valley] with an enrollment of about six hundred."<sup>vii</sup>

A demanding curriculum with nurturing professors is critical if a college is to be an institution of excellence. For Metzger, a student in the early years of the Lynch presidency, Lebanon Valley College provided both a demanding curriculum and nurturing professors. The school was for him what the College's founders had intended: "an institution of learning of high grade."

Striving for excellence, rather than settling for a run-of-the-mill institution, was the intention of those who founded the College in 1866. Though the founders never defined "of high grade," the College's Statements of Purpose during the Miller and Sample years provide us with some clues as to what later leaders envisioned. These statements picture a college of excellence as being "academically strong, guided by the Christian faith, and small enough to give personal attention to all students."<sup>viii</sup> They see a school "of high grade" producing students prepared to lead "intellectually and aesthetically full lives," trained for certain vocations or with pre-professional proficiency, and capable of intelligent and informed service in the community.<sup>ix</sup> For Metzger and so many others, what was envisioned in the Statements of Purpose had become actual in their lives.

The quest for institutional excellence, to which a demanding curriculum with nurturing professors is critical, is an ongoing aspiration. It is a pursuit that recognizes that institutions are perpetually growing up and may not be sure, at least some of the time, where the growing may lead. It is a quest that perceives excellence as sometimes not attained, which is no excuse for failing to do better in the future.

The goal of Lebanon Valley College to be an institution "of high grade" was not always attained. With the end of World War II, returning veterans, aided by education allowances under the Serviceman's Readjustment Act of 1944 (the GI



*Members of the Beta Beta Beta Biology Club*

Bill), enrolled in colleges in unprecedented numbers. At the same time, there was a lack of qualified professors to meet the demands of increased enrollment. At LVC the student body increased by 300 percent from 1944 to 1948. New professors were hired.<sup>x</sup> Some would not have been hired under normal conditions. According to Dr. Carl Ehrhart [professor and dean, 1947–1980], they “were temporary until the College could find the right people.”<sup>xi</sup>

Though excellence was not always achieved, its pursuit was constant. That pursuit led throughout the Lynch, Miller, and Sample years to periodic examinations of and changes to the general education program.<sup>xii</sup> It was responsible for the College acquiring a reputation in Central Pennsylvania for offering a rigorous and demanding academic program. In 1946, a study financed by the Carnegie Foundation examined which colleges consistently produced the largest proportion of graduates who became scientists. Scientists were defined as those who received doctorates in the natural sciences and were listed in *American Men of Science*. Lebanon Valley College was ranked among the 50 leading institutions in the United States in this respect.<sup>xiii</sup> A study by the Office of Scientific and Engineering Personnel of the National Research Council “ranked the Lebanon Valley chemistry department among the top 4 percent and the biology department among the top 10 percent of 877 undergraduate institutions nationwide in the number of graduates earning Ph.D. degrees in the time period 1920–1986.”<sup>xiv</sup>





*(above): Dr. Alison Hartman '07,  
Fulbright Scholar;  
(below): Dr. Mary Olanich '05,  
Fulbright Scholar*



In 1976, a prestigious Fulbright scholarship was awarded to a Lebanon Valley College student. In the next six years, five others received coveted Fulbright grants for post-graduate study in places such as Australia and France.<sup>xv</sup> The quest for excellence was creating graduates of accomplishment.

To graduate such students involved more than a demanding curriculum. Challenging and accessible professors were critical. Professor Stonecipher cared enough to do more than was required when he engaged with Bruce Metzger in an independent study of the Greek text of the *Didache* and several epistles of Ignatius and Polycarp.<sup>xvi</sup> Professor Andrew Bender [1921–1951], who taught chemistry and had a Ph.D. from Columbia, would often work in his office in the evening. Since doors were locked at night, students would climb the fire escape, knock on his office window, and enter his office by way of the window. There, he would help them discover answers to their chemistry inquiries.<sup>xvii</sup> It was challenging and accessible professors, coupled with a demanding curriculum, that was the soil in which Lebanon Valley College's academic strength germinated.

## Chapter 8 Endnotes

- <sup>i</sup> This statement by Dr. Myron W. Wickie, who in 1957 was the director of education of the Board of Education of the Methodist Church, is quoted by Frederic Miller in his *Report of the President Presented to the Board of Trustees, 1957–1958*, 1.
- <sup>ii</sup> The information regarding Metzger's childhood and college experience comes from his autobiography. Bruce Manning Metzger, *Reminiscences of an Octogenarian* (Peabody, Mass.: Hendrickson Publishers, 1997), 3–11.
- <sup>iii</sup> The information regarding Metzger's accomplishments is from "New Testament Scholar and Bible Translator Bruce Metzger Dies," News, *Presbyterian News Service*, February 16, 2007.
- <sup>iv</sup> This exceptional accolade was by Dr. Iain R. Torrance, the president of Princeton Theological Seminary. *The Princeton Seminary Bulletin*, Vol. XXVIII, Number 1, New Series 2007, 99.
- <sup>v</sup> Metzger, *Reminiscences*, 8.
- <sup>vi</sup> Metzger, *Reminiscences*, 11.
- <sup>vii</sup> Metzger, *Reminiscences*, 10.
- <sup>viii</sup> *Catalogue*, 1978–1979, 9.
- <sup>ix</sup> *Catalogue*, 1960–1962, 13.
- <sup>x</sup> Twenty-one new faculty members were hired in 1947. In 1942, the faculty consisted of 26 members. The faculty in five years had nearly doubled. *Catalogue*, 1942–1943, 9–11, and *La Vie Collegienne*, September 26, 1947, 1.
- <sup>xi</sup> Dr. Carl Ehrhart '40 is the source of the material regarding the post-World War II hiring practice. Dr. Ehrhart came to the College in 1947 as professor of philosophy. In 1960, he became dean of the College. His observations were made on March 18, 2002, in an interview that is part of the oral history project of the College.
- <sup>xii</sup> President Lynch lamented, on May 23, 1947, that students whose interests are in the sciences take a minimum number of courses in the social sciences and humanities. Whereas, students interested in the social sciences and humanities take limited coursework in the natural sciences. He asserted that there is a "need for breadth of orientation in the education of American youth." President Lynch is quoting Dr. H.J. Brumbaugh, vice president of the American Council of Education; *President's Report to the Board of Trustees of Lebanon Valley College, 1950–1951*, 1. This concern that students be educated broadly in the liberal arts led to an Integrated Studies program in 1951, to distributive requirements replacing Integrated Studies in 1965, and to a new assessment of the general education program in the early 1980s.
- <sup>xiii</sup> H.B. Goodrich, R.H. Knapp, and George A.W. Boehm, "The Origins of U.S. Scientists," *Scientific American*, July 1951, 16.
- <sup>xiv</sup> This quotation is from a National Institutes of Health proposal, "Background Information," *Lebanon Valley College as a Site for an R15 Area Grant*, September 1999, 1.

<sup>xv</sup> “Gross Awarded Fulbright,” *The Quad*, February 5, 1983, 3, and “President’s Report 1977–1978,” LVC Journal, September 1978, 2.

<sup>xvi</sup> Metzger, *Reminiscences*, 9–10.

<sup>xvii</sup> The information regarding Dr. Bender comes from a June 22, 2007 interview of Dr. H. Anthony “Tony” Neidig ’43, late professor *emeritus* of chemistry.

## Chapter 9

# *A Jumble of Contraries*

What happens outside the classroom can have an athletic field, a dormitory hallway, a recital hall, or a theater stage as its podium. Campus life is at times a jumble of contraries. It can express itself in playful pranks and serious enterprises, in new undertakings and ended activities, and in grumbling and applause.

By the 1930s, the men's dormitory had become a raucous place. Untidiness was its hallmark. A wanton disregard of propriety and property, not playfulness, had made the men's dormitory a hall of disturbances. The Men's Senate, the student governing body of the dormitory, could not bring order to the situation. Something had to be done. On January 8, 1935, the faculty, after much discussion, recommended to the Executive Committee and the Financial Committee of the College's Board of Trustees that a member of the faculty with a spouse be established as residents of the men's dormitory.<sup>i</sup>



Clark Carmean, a member of the faculty, came home from the January 8 meeting and shared with his wife, “They’re having a lot of trouble in the men’s dormitory—vandalizing it—and it’s in a terrible condition, they say. And they’d like very much to have somebody living in there.” Edna Carmean states, “We talked it over and decided we would offer to do it.”<sup>ii</sup> At the January 22, 1935, faculty meeting, Dr. Lynch reported that the Executive Committee of the Board of Trustees “had acted favorably on our recommendation” and that Professor and Mrs. Carmean would live in the men’s dormitory.<sup>iii</sup>

*D. Clark Carmean H’85  
and Edna J. Carmean ’59, H’85*

The Carmean apartment was in the middle of the second floor of the dormitory. It consisted of two rooms. On one side of the dormitory hallway was their living room. Across the hallway was their bedroom with a little bathroom that took one corner of the bedroom. Since there was no kitchen, all meals were eaten in the College dining room. To move from the bedroom to the living room meant entering the hallway shared with the students.

On their arrival, the Carmeans discovered that every door in every room of the dormitory had been kicked in. The excuse given by the male students was that they had forgotten their keys. Professor Carmean had the doors repaired and a duplicate key made for every room. The keys were placed on a board in his closet. Edna Carmean laughingly recalls,

...he announced to the students that he knew that it was very frustrating not to be able to get in a room. So if their door was locked, all they had to do would be to come to him, and he would unlock it for them. And you know there was never a door kicked in after that. They were just ashamed they had no good reason to do it anymore.<sup>iv</sup>

In September 1936, President Lynch reported to the church conferences, “The occupancy of a suite of rooms in the [men’s] dormitory by Professor and Mrs. Carmean has transformed dormitory conditions.”<sup>v</sup>

A comparison of the College’s yearbooks from 1934 and 1983 discloses the following about the number of campus organizations:<sup>vi</sup>

Organizations	1934	1983
Greek	5	13
Religious	3	3
Musical	5	9
Clubs	10	21
Athletic Teams	5	13
<u>Publishing</u>	<u>2</u>	<u>2</u>
	30	61

When contrasted to 1934, there was an increased number of groups in 1983 to which a student could be linked. Campus life in 1983 was more varied and extensive than in earlier years. In 1934, there were five athletic teams: football, women’s basketball, men’s basketball, baseball, and tennis. By 1983, soccer, field hockey, cross country, wrestling, track, golf, and men’s and women’s lacrosse had been added. The number of clubs doubled between 1934 and 1983, and some organizations significantly changed.



*Student activity dramatically increased between 1934 and 1983, and many student organizations, such as Kappa Lambda Sigma, Delta Lambda Sigma, and Knights of The Valley, thrived.*

One of the clubs that existed throughout the presidencies of Lynch, Miller, and Sample was the Green Blotter. The Green Blotter commenced in November 1932 with a membership of 12. Vacancies in the group were filled on the basis of writings submitted to the club in open competition. The club's purpose was "to improve the writing ability of its members"





*(above): Young Women's Christian Association (YWCA); (below): Student Christian Association (SCA)*



and “stimulate literary activity on campus.”<sup>vii</sup> It sponsored a poetry contest that was open to all students and a supplement to *La Vie Collegienne* of student poems and essays. The Green Blotter Club emerged precisely at a time when the former literary societies were changing—no longer seeing themselves as stimulating literary activity. One of the former literary societies, that came to be called Kappa Lambda Sigma, or Kalo, described its transformation in the 1970 yearbook:

Ninety-one years ago, the Kalozetean Literary Society for men was formed at Lebanon Valley. Fortunately, sometime in the early 1930s the boys put down their specs and folios and became one of the three existing social fraternities. Nowadays they read less, but do more to add to the social life of The Valley.<sup>viii</sup>



*Annual Freshmen-Sophomore Tug-of-War*

They would gather on the banks of the Quittapahilla. The occasion was the annual tug-of-war between the freshmen and sophomores. The freshmen would tug and strain, because by winning they would rid themselves of those hated white dinks and bring their hazing to an end. The upperclassmen would yank and grimace as they sought to keep the yearlings in place. Each would pull and pull and pull until the loser, wet and muddied, was vanquished.<sup>ix</sup>

The annual tug-of-war was but one of the social events that were part of campus life. Dances, Homecoming, May Day, the Christmas banquet, occasional movies, and the Spring Arts Festival were all, at some point, on the College's social calendar. There were concerts and productions that brought artists to the campus: the Julliard String Quartet, The National Classic Theater, and The Lettermen in a Kalo-sponsored event.<sup>x</sup> There were dramatic productions. In 1957, Wig and Buckle presented *Antigone* and *Gammer Gurton's Needle*. In 1983, it was *Cabaret*, *The Pajama Game*, and Agatha Christie's *Mousetrap*. There were



*The 1952–1953 Men's Basketball Team*

convocation programs that presented outstanding lecturers: Norman Cousins, editor of the *Saturday Review*; William Colby, a former CIA director; civil rights leaders Martin Luther King Sr., Ralph Abernathy, and Julian Bond; and William Rusher, publisher of the *National Review*.<sup>xi</sup>

Athletic events were an important component of student life. A notable athletic event involved the 1953 men's basketball team. It was a team that had little height. Seven men were the heart of the squad: Richie Furda '53, Leon Miller '53, Bill Vought '53, Howie Landa '55, Herb Fields '54, Lou Sorrentino '54, and Don Grider '58. The coach, George "Rinso" Marquette '48, was in his first year at the helm of a college team. The season began with an 85-56 victory over Mount St. Mary's. The team went on to compile a season record of 19 wins and only one loss. After an important win against Franklin & Marshall, LVC was invited to the NCAA Tournament. Since there was no Division III at that time, LVC would compete against "big-time" schools with massive scholarship funds.

On March 10, at Philadelphia's famed Palestra, the tournament began for the Lebanon Valley Dutchmen. Their opponent was "an overconfident Fordham Rams." Because of NCAA rules that made freshmen and fourth-year varsity athletes ineligible for tournament play, Richie Furda and Don Grider were unable to compete. Despite this, Lebanon Valley College defeated the taller Fordham team, 80-67. The victory put the Dutchmen into the NCAA regional at Raleigh, North Carolina.

The cry “On to Raleigh” was sounded across the LVC campus. A number of students converged on Raleigh to root for the team. The cheerleaders were there, as was the German band, supplemented by some alumni with their pep band music and straw hats. The opponent was Louisiana State University, with its 6-foot, 9-inch All-American center and future NBA star, Bob Pettit. The “seven dwarfs,” a nickname given to the LVC players, gave the taller LSU Tigers a scare through three quarters. In the final quarter, the Dutchmen came within four points of taking the lead before bowing to Louisiana State’s superior height, 89-76. The next night, a tired Dutchmen team lost the consolation game to Wake Forest.<sup>xii</sup>

Thus ended Lebanon Valley College’s storybook season. It was a season, as described in the 1954 College yearbook, which “saw a small unheralded school... battle court titans in a national tournament... [and in so doing] captured the imagination of the nation.”<sup>xiii</sup>

In 1935, an editorial in *La Vie Collegienne* lamented that “students prefer to go home week-ends.” It was noted that there is no suitable place in Annville or on campus “where a group of young folk can meet or enjoy themselves....”<sup>xiv</sup> Forty-four years later, a similar lament was voiced. An editorial in *The Quad* declared, “It’s hard to believe only three weekends have gone by and already people are moaning that there is nothing to do around here... [There is] a social life problem.”<sup>xv</sup>

How could there have been “a social life problem” when the College’s social calendar of events was extensive and expanding? A perceptive 1969 editorial in *La Vie Collegienne* hints at a way of untangling the jumble of contraries in which there is “nothing to do” and yet an expanding social calendar. The editorial suggested that there is a difference between social **events** and a social **life**. It asserted that “Lebanon Valley offers social events but no real social life.” It acknowledged that there are concerts, theater productions, and athletic events but then added:

[There is] no backdrop of casual mixed activities to keep the larger events in perspective. Other than the dining hall, there are no really neutral places to meet, places where students can relax and be themselves: Annville is barren after ten o’clock; the women’s lounges are too much like the parlor of a strange family; and Carnegie is treated as an extension of the women’s lounges.<sup>xvi</sup>

The desire for places to meet, perhaps after an event, where students could relax and enjoy themselves did at times place the students at variance with those in authority. In 1969, the tension was over a chapel having been built and not a



student center, with no real prospect of such a center being constructed in the immediate future.<sup>xvii</sup> By the early 1980s, the social life issue focused on the now built college center being more accessible, dormitory visitation regulations, and the school's alcohol policy. Though the alcohol policy did not change, the college center hours were extended and visitation rules were broadened. But there was still a need for more adequate spaces where students could socialize and enjoy themselves.

In 1980, an editorial in *The Quad* made a thoughtful proposal. Create "a campus pub" with "food, music, and even a wide-screen television featuring sports or movies...." The pub, the proposal declared, should provide a casual atmosphere where people can talk and dance with the stipulation that no alcohol be served. The proposal acknowledged that there are those who believe that "a good time and booze" are synonyms. It suggested that such students ought to readjust their thinking "on just what it takes to have a good time." The proposal concluded: "...if the students had a non-alcoholic pub on campus where they could relax without curfews and restrictions, perhaps the weekdays and maybe even the weekends would prove to be a little more entertaining, stimulating and uninhibiting."<sup>xviii</sup> Such a nonalcoholic pub, called The Underground, became a reality during the 1985–1986 academic year.

The morning chapel service was disrupted. Strange sounds came from the chandeliers. Someone had placed alarm clocks in them. In the early 1940s, there was a compulsory chapel service five days a week. Among students, there was a general dissatisfaction with the system of compulsory daily attendance. This dissatisfaction expressed itself in alarm clock pranks and the mysterious disappearance of hymnals.<sup>xix</sup>

Pranks and playful traditions were part of student life. On February 9, 1961, mischievousness was afoot as snow blanketed the campus. In the article "Barbaric Hoards Barricade Valley's Seat of Learning," *La Vie Collegienne* reported, "[With] the pale glow from a nearly full moon [bathing] the campus in flickering light," a cadre of 40 to 50 students moved toward the Administration Building. When their work was completed, the doors of the Administration Building had been barricaded by snow. When morning arrived, hundreds of students stood in a cold grey mist, hoping to be "deprived of their precious classes." They soon learned that "a little snow would not be allowed to deter the learning process." Classes were convened "in unlikely places as the snack bar and South Hall."<sup>xx</sup> The tradition of forming bucket brigades to snow in all entrances to classroom buildings returned in 1983. More than 300 students piled snow against the entrances to all academic buildings. Buckets of water were then splashed over the mountains of snow to ice them. But, alas, as in 1961, classes were not cancelled, though *The Quad* reported that the snow-in was the best



1961 "Snow Barricade"

attended campus activity in years.<sup>xxi</sup>

Not all pranks were regarded as playful by administrators. As a part of an accelerated learning program to help students during World War II to complete their coursework before being drafted into the military, President Lynch announced that there would be classes on New Year's Day, 1943. Students were so unhappy that on New Year's Eve they made the locks inoperable to the entrances of the classroom buildings. Classes were cancelled. The following notice was then placed on the College's bulletin board on January 1, 1943:<sup>xxii</sup>

#### Notice

For the purpose of showing displeasure...with our accelerated program, related to the war effort, certain saboteurs damaged irreplaceable college property last night, trying to prevent loyal students from attending classes.

These depredations place the guilty parties in a most unenviable light; they deserve the extreme displeasure and rebuke of all patriotic students. These willful revenge-seekers are helping Hitler and his gang to impede our progress, and their continuance in the College is due to the fact that, like other



saboteurs, they usually work in the dark.

It is the patriotic duty of all loyal students to furnish me with any information which may lead to the exposure and expulsion of these unpatriotic students....

Being responsible for the protection of the college property, I am obliged to order the suspension of all social functions in the Administration Building until further notice...Just as soon as these contemptible Hitlerites are exposed and dismissed from college, social functions may again be resumed in the Administration Building.

Clyde A. Lynch

The culprits of the New Year's Eve prank were never apprehended. Rumor has it that the leaders of almost every student organization were involved.

# Chapter 9 Endnotes

<sup>i</sup> *Faculty Minutes*, January 8, 1935.

<sup>ii</sup> The information regarding the Carmeans comes from the College's oral history project; Edna Carmean Interview, 21.

<sup>iii</sup> *Faculty Minutes*, January 22, 1935.

<sup>iv</sup> Edna Carmean Interview, 23.

<sup>v</sup> *Minutes of the East Pennsylvania Conference*, 1936, 28.

<sup>vi</sup> The information regarding organizations comes from *The Quittapahilla 1934* and *The Quittapahilla 1983*. The information regarding 1983 musical groups comes from the *Catalogue*, 1982–1983, 10.

<sup>vii</sup> *The Quittapahilla 1934*, 129.

<sup>viii</sup> *Quittie 1970*, 147.

<sup>ix</sup> “Homecoming Day Entertainment Features Tug-of-War, Sports, Play, and Dance,” *La Vie Collegienne*, October 21, 1955, 1, 3; “Doug Ross ’60 Recounts the Traditional Tug-of-War,” and “White Hats,” *The L Online, Traditions: Now and Then*, August 17, 2007.

<sup>x</sup> The information regarding artists comes from *La Vie Collegienne* of October 25, 1957, 4; September 29, 1966, 1; and April 19, 1951, 1.

<sup>xi</sup> “Dr. Cousins Lectures in LV Artist Series,” *La Vie Collegienne*, March 7, 1963, 1, and *Catalogue*, 1982–1983, 10.

<sup>xii</sup> The information regarding the 1953 men's basketball team comes from these sources: “Louisiana State Eliminates Lebanon Valley” and “Flyin’ High,” *La Vie Collegienne*, March 20, 1953, 1–2; *The Quittapahilla 1954*, 134–143. For a fuller telling of the story of the 1953 team, see Arthur L. Ford, *Cinderella and the Seven Dwarfs* (Linglestown, Pa.: Continuum Communication, 2007).

<sup>xiii</sup> *The Quittapahilla 1954*, 141.

<sup>xiv</sup> “Vox Populi,” *La Vie Collegienne*, December 19, 1935, 2.

<sup>xv</sup> “Editorial, LVC Social Life: Is it Extinct?,” *The Quad*, September 26, 1980, 2.

<sup>xvi</sup> “LVC & Co-Education,” *La Vie Collegienne*, October 3, 1969, 2.

<sup>xvii</sup> “LVC & Co-Education,” *La Vie Collegienne*, 2.

<sup>xviii</sup> “Editorial, LVC Social Life: Is it Extinct?,” *The Quad*, 2.

<sup>xix</sup> The chapel service pranks are a recollection of Dr. “Tony” Neidig, who matriculated at Lebanon Valley College from 1939–1943.

<sup>xx</sup> “Barbaric Hoards Barricade Valley’s Seat of Learning,” *La Vie Collegienne*, February 9, 1961, 4.

<sup>xxi</sup> “Operation Shutdown Turns to Meltdown,” *The Quad*, February 18, 1983, 1–2.

<sup>xxii</sup> The notice comes from the files of Dr. Tony Neidig.



*The Academic Quad of Lebanon Valley College*

# *1983–2016: A Mature Institution*

## Chapter 10

# Renaissance

The story of Lebanon Valley College is the story of a College that began with a less than promising future and through many of its days struggled to stay open and alive. But it is also a story of renaissance—of grand moments throughout its history that were fostered by dedicated teachers, administrators, and patrons. It is a reminder that here and there in the world, and now and then in the journey, is surprising new life.

The renaissance about to be described is a tale of a college growing up and becoming a mature institution of excellence. The central figure in this renaissance is John A. Synodinos H'96. To capture the wonder of what happened, it is necessary to understand what was occurring prior to his becoming part of the Lebanon Valley College story.

**1** 984 was not the best of times for the College. Enrollment had steadily declined for 10 years. The number of full-time students in that period decreased 24.5 percent. The future looked no better. In the coming decade, a diminishing number of high school graduates was forecast. This would make it even harder to end the decline in enrollment.<sup>i</sup>

The challenges of such a time did not deter Dr. Arthur L. Peterson from becoming the College's 14th president on March 1, 1984. Peterson was a graduate of Yale University (A.B.) and the University of Minnesota (Ph.D.). Before coming to LVC, he had been the dean of special programs at Eckerd College.



*Arthur L. Peterson, Ph.D., H.D.L.,  
President, 1984–1987*

His strategy for solving the enrollment problem had three components. First, Lebanon Valley College would become the leadership college of America.<sup>ii</sup> Peterson wrote to a friend, "My aim here is to reposition the College as 'America's Leadership College' so that we can develop a distinct identity in order to secure a better share in a declining market."<sup>iii</sup> Secondly, the academic program would be broadened to attract new students.<sup>iv</sup> Thirdly, a long-needed sports center, that would enhance student morale and draw new students, would be built.

In the fall of 1985, before the three-fold plan could be fully implemented, there was a further drop in enrollment. In 1984, there were 795 full-time day students. The number declined to 759 by 1985. More significantly, there was a decline of 53 entering students from the previous year. Of those enrolled in the fall of 1985, only 605 were residential students at a time when 796 beds were available at the College, resulting in a significant loss of revenue.<sup>v</sup>

On Oct. 19, 1985, the trustees responded to this bleak picture by asking the president and the dean of the faculty to commission a study of the academic and administrative departments. Particular consideration was to be given to the reduction of the number of majors offered and an increase in the number of students per faculty member. On May 9, 1986, the study was presented to the trustees. It indicated possible ways to eliminate certain majors and to increase the student-to-faculty ratio.<sup>vi</sup> The study included a strong caution. It stated, “While it is probably possible for the College to make further faculty and staff reductions, these reductions will have effects on the nature of the institution....”<sup>vii</sup>

The idea of a “critical mass below which no college can function as a liberal arts institution” was noted in the study. Future projections indicated that over the next 10 years there would be a 20 percent decline of high school graduates. If Lebanon Valley College’s enrollment over the next seven years paralleled the demographic decline, as it had from 1980 through 1985, enrollment, stated the study, would be at 600 students. It was clear that the key to the College’s future was increasing enrollment and not in reducing majors, staff, and faculty.<sup>viii</sup>



*Edward H. Arnold Sports Center, Heilman Center,  
and Louis A. Sorrentino '54 Gymnasium*

1986 saw 271 new students enrolled. This represented a 16 percent increase over the previous year.<sup>ix</sup> In April 1987, construction began on the Edward H. Arnold Sports Center for student recreational and intramural activities.<sup>x</sup> All of this was encouraging, but the viability of the College was still in question. In February 1987, President Peterson, whose enthusiasm and friendliness endeared him to students, announced that he was having heart-related medical problems and due to this, he stated, “I regret, deeply, that...I must soon pass the leadership torch [of the college] to other, stronger hands. My early retirement will occur this summer.”<sup>xi</sup>

After President Peterson’s announcement, the trustees authorized a committee to search for a president. It was expected that the new president would begin Sept. 1, 1987. There were more than 100 applicants. The field was narrowed, but the person chosen declined the invitation. At this point, Dr. William J. McGill, vice president and dean of the faculty, became the College’s acting president. The search committee proceeded to hire John A. Synodinos, a consultant, to help locate and screen potential candidates.

Synodinos had been an assistant to Dr. Milton Eisenhower at Johns Hopkins University and in 1984 ended a 16-year career as an administrator at Franklin & Marshall College, where he had been vice president of development. On leaving Franklin & Marshall, Synodinos and his wife, Glenda, began a consulting business, because people were coming to them for advice.<sup>xii</sup> Synodinos and Associates was created. By the time Lebanon Valley College sought the firm’s services, it had assisted 32 colleges in finding presidents or vice presidents, in conducting fundraising, and in assessing educational programs.



*John A. Synodinos, H.L.H.D.,  
President, 1988–1996*

Synodinos and Associates found the Lebanon Valley College search tougher than most. Several candidates turned down offers from the College. In the meantime, Synodinos began to appreciate the school’s strengths. In an interview for *The Chronicle of Higher Education*, he described those strengths as the College’s “friendliness, its lack of pretense, its dedication to students who might not have traveled widely” or who came from families whose parents were not college graduates.<sup>xiii</sup> The search committee in turn came to appreciate their consultant’s energy, his analytical mind, and his ability to leap over issues and see possibilities; so they offered him the job as president.

“I didn’t actually apply for the job,” Synodinos told a reporter.<sup>xiv</sup> It was not his intention to become the College’s president, but the committee kept offering



him the position. Eventually, he accepted. Reflecting on that acceptance, he declared, “I never thought I’d have a job like this....What a gift!”<sup>xv</sup> On July 1, 1988, John A. Synodinos began his tenure as the 15th president of Lebanon Valley College.

**O**n his first day as president, Synodinos found a library that was dilapidated, shrubs that were overgrown, a building with a hole in its roof, and an entrance to the campus that was easily missed and unattractive. Prospective students who came to visit often did not even get out of their cars.<sup>xvi</sup>

Synodinos realized that the College was slowly starving to death. A dire forecast of the College’s future loomed large. The key to viability, as Synodinos saw it, would not be cutting faculty or a “make do” attitude. He recognized that viability required growth in enrollment. For Synodinos, attracting a growing number of students during a time when fewer high school graduates were available<sup>xvii</sup> required a renovation of existing buildings, beautifying the campus, strengthening the academic program, rethinking admissions policies, and reimagining how the College advertised itself.

At his inauguration, one speaker declared, “In selecting John Synodinos to be your president, you have chosen to ride a tiger.”<sup>xviii</sup> It was to be quite a whirlwind ride, in that Synodinos chose with tiger-like agility and fierceness to attack the renovating and strengthening and rethinking all at once.

**W**ith the instinct of a born marketer, Synodinos sensed that there was a need “to improve the college’s attractiveness and visibility....”<sup>xix</sup> Overgrown shrubs were cut back or removed. Buildings had their brick exteriors pointed and cleaned. Flowers were planted. An attractive web of walkways was created for the Academic Quad.

To create a more appealing streetscape and better visibility of the College along White Oak Street (Route 934), a gateway entrance to the College was built at Sheridan Avenue, an old knitting mill was torn down for landscaped parking, a new front was put on the west facade of Clyde A. Lynch Memorial Hall, and the church building that the College had owned since 1971 received a much needed “facelift.”<sup>xx</sup> No longer would a potential student fail to get out of the car because of an unattractive campus.

Attractiveness and visibility were not the only considerations in the renewal of the campus. Because enhancing the academic program and enriching student life were of paramount importance, the main dining hall of the College was redesigned, two dormitories were refurbished, alterations were made to Bertha



*The Vernon and Doris Bishop Library,  
as viewed from near the Cuwe-Pehelle statue.*

Brossman Blair Music Center, and quality academic space was created on the main floor of Clyde A. Lynch Memorial Hall. Other projects included an all-weather track around the football field, an upgrade of selected offices and classrooms in the Administration Building/Humanities Center, major new pieces of scientific equipment, and a new telephone system with cable and data lines. This first wave of campus development was funded by a bond issue and gifts.<sup>xxi</sup>

The next phase included new landscaping of the Social Quad, the transformation of the former St. Paul's Lutheran Church building (on White Oak Street) into the Suzanne H. Arnold Art Gallery and Zimmerman Recital Hall, and the building of a new library. In 1991, the *Towards 2001* campaign was launched. This fundraising effort sought \$21 million. In actuality, nearly \$24 million was pledged.<sup>xxii</sup> The centerpiece of *Towards 2001* was the building of a new library. It was to be a state-of-the-art library with a collection of information, via an electronic network, that would allow students and faculty to access—from the library, their offices, and dorm rooms—information from around the world.<sup>xxiii</sup> In January 1996, the Vernon and Doris Bishop Library opened with its magnificent atrium, golden oak woodwork, and abundance of windows and natural light.

Though campus beautification with new and refurbished buildings would play a role in increasing enrollment, Synodinos realized that they would not be sufficient to reverse enrollment decline. Ideas came easily to John Synodinos. In fact, every day seemed to bring some new and fresh gem of an action that could be taken. On a 1991 summer day, Greg Stanson '63 and William Brown '79, who were responsible for enrollment, were called to the President's Office. "Why not reward achievement?" asked Synodinos. With this comment, he laid an enrollment proposal before his colleagues. He suggested that students who ranked in the top 10 percent of their high school graduation class would pay only half of the normal Lebanon Valley College tuition. Those in the second 10 percent would pay only two-thirds, and those in the next 10 percent would pay just three-quarters. This was to be a scholarship program that recognized academic excellence, regardless of financial need.

As Stanson listened, he smiled—almost laughed. He remembered an earlier time when he stood in the President's Office, a day when Synodinos forcefully announced that he was opposed to merit scholarships. "Such scholarships," he declared, "were a way of buying students. Scholarships should be based on need." With this new proposal, Synodinos was making an abrupt departure from his earlier policy. Ever the pragmatist, Synodinos, out of necessity, had dramatically pivoted 180 degrees when he saw that continuing with the same scholarship policy would not sustain growth.

Synodinos had been thinking about the issue of enrollment for three years. He was convinced that students had no incentive to work very hard in high school. There was always some college that would accept you regardless of your grades. It was time, he felt, to give a clear incentive "to get an A." In a *Washington Post* interview, Synodinos observed, "We need to put goals in front of people."<sup>xxiv</sup> It also had become apparent to him that tuition at private colleges, like LVC, was moving outside the reach of the poor, as well as the middle class. He saw the achievement-based program that he was proposing as making a private, liberal arts school within a price range that was affordable to middle-class families.<sup>xxv</sup>

In 1992, after much discussion and with the approval of the trustees, the achievement-based scholarship program was initiated. It was hoped that the program would attract more academically talented students. It did.<sup>xxvi</sup> It was hoped that full-time undergraduate enrollment would increase. It increased sharply, providing additional income. In the first year under the new program (1992) the fall entering class numbered 334 students, an increase of 95 students over the 1991 class. After five years of the program, enrollment had grown from 812 to 1,182—an increase of 45 percent. Moreover, the growth seemed sustainable, because once students came to the College, they found that the quality of the education offered and the sweeping improvements to the grounds and buildings heralded a first-rate institution.

Change permeated the Lebanon Valley campus—change that went far beyond additional students and improved facilities. When Synodinos arrived in 1988, there was a “sameness” to the students. They were, said *The Valley*, “quintessentially American in their appearance, speech and dress....” They came from small towns and rural communities, had never been far from home, and shared a surprisingly similar view of life.<sup>xxvii</sup>

That “sameness” began to change. Dr. Arthur Ford ’59, associate academic dean, recruited a growing number of international students.<sup>xxviii</sup> Five years into the Synodinos presidency, there were 19 international students studying at the College coming from, among other countries, Malaysia, Japan, Zaire, Tibet, Sierra Leone, Serbia, and Honduras. They brought diverse experiences. About a third had lived in more than one country before coming to the College and spoke several languages.<sup>xxix</sup>

The student body was becoming more heterogeneous, and so was the curriculum. Opportunities increased for students to study abroad. The College’s new set of general education requirements included an area of foreign studies. Visiting professors from Japan, Poland, and China came to teach.<sup>xxx</sup> The goal, for Synodinos, was to broaden students’ horizons and equip them “to live, work, and succeed in an increasingly international world.”<sup>xxxi</sup>

Change was evident in other ways. There was a new student residential policy, faculty salaries moved from the fourth to the second quintile in a national ranking system, an adult education program opened in Lancaster, an M.B.A. program was added, and there was a rebirth of the arts on campus.

With the rebirth of the arts, in the summer of 1994, came the opening of the Suzanne H. Arnold Art Gallery and the Zimmerman Recital Hall. A full-time art historian was hired as director of the Gallery. The recital hall, with its



(above): Magda Jura ’01 and (below): Natalia Antelava ’02 were two of the more than 100 students from 45 countries who attended LVC during the Synodinos presidency.





wonderful acoustics, became another venue for concerts, particularly chamber music and student recitals. The Leedy Theater was renovated, original art was commissioned for the campus, and an agreement with the Pennsylvania School of Art and Design paved the way for a number of faculty and students of that school to come to campus.<sup>xxxii</sup>



*1993–1994 Men's Basketball Team: It was the College's first national championship team, winning the NCAA National Championship in 1994.*

The College was now fielding some winning athletic programs. The women's field hockey team regularly competed in the Middle Atlantic Conference title game and entered the NCAA playoffs. In 1994, the men's basketball team, after capturing the MAC title, advanced in the NCAA playoff to the Final Four. In Buffalo, New York, they defeated number-one-ranked Wittenberg in overtime. The next night, with eight busloads of loyal fans cheering them on, Lebanon Valley College, with an enrollment of 1,053 students, took on New York University, which had 49,000 students, in the championship game. "In a game billed as a battle between David and Goliath, the Dutchmen won the national Division III championship, 66 to 59...."<sup>xxxiii</sup>

There is often an allergic reaction to change—an annoyance that things are not what they once were. Yet the changes that occurred during the Synodinos presidency were welcomed. One reason for this was that they were perceived as strengthening the College. Another reason for the ease with which the changes were implemented involved Synodinos' style of problem-solving. It was a style that made negative responses less likely and was apparent in 1989, when the trustees veered from familiar organizational practices.

Synodinos inherited a Board of Trustees that by 1989 numbered 58 voting members, of whom 32 were representative of college constituencies (Eastern Pennsylvania and Central Pennsylvania Conferences of The United Methodist Church, faculty, students).<sup>xxxiv</sup> Because of its size, the board was unwieldy. Trustees were often only tangentially involved. There were occasions when a trustee seemed more a partisan for a constituency than a steward of the College. The president recognized the need for change and challenged the committee on board membership to examine the issue of board governance.

The committee reviewed the situation. The review led to the hiring of Greenfield Associates, a consulting firm, to help the board examine governance issues. A team from Greenfield interviewed 21 trustees, analyzed questionnaires sent to every trustee, led a board retreat, and presented recommendations to the committee on membership. The committee then recommended to the board that the number of voting trustees be reduced to a range of 24 to 31, and that all members of the board be trustees at-large, who are stewards of the College and not representatives of constituencies. These recommendations were approved by the board.<sup>xxxv</sup>

By 1991, there were 31 voting trustees. The downsizing had taken place with a minimum of rancor. This was because the president, who had initiated the idea of a different kind of board, provided encouragement and space for a smaller working board to become the idea of everyone.

**I**n a letter dated Oct. 30, 1995, President Synodinos announced to the College community that he would inform the trustees at their fall meeting of his plan to retire “at the end of June 1996 or as soon thereafter as a successor is elected.” In the letter, he spoke of the eight years of his association with the College as being “among the best years of [my life].” He noted that the College “has grown and prospered.”

Growth and prosperity were evident at the last graduation over which he presided. Hundreds of parents, grandparents, and friends gathered under two tents on the Academic Quad. They watched as a beaming president handed out 340 diplomas to the sons and daughters of farmers, nurses, lawyers, teachers, machinists, and waitresses. The accomplishments of the graduates, the size of the graduating class, and the ambience of the setting bespoke a college that was thriving. No longer was the primary concern that of keeping the College open and alive, as when President Synodinos first arrived at Annville. Lebanon Valley College was growing into a mature institution of excellence.



# Chapter 10 Endnotes

<sup>i</sup> *A Study of the Structures of the Academic and Administrative Departments*, 1986, 4.

<sup>ii</sup> To further Lebanon Valley College's goal of becoming America's leadership college, the following steps were taken: the scholarship program was expanded to include leadership as a basis for awards; a Leadership Studies Program was established; Presidential Leadership Award recipients were expected to take four courses in Leadership Studies; a course in leadership was added to the general education requirements for all students; and a Leadership Development Institute was created to provide seminars on management development for middle and top managers. *Catalog*, 1987–1989, 23–25; Steve Trapnell, "A Liberal Arts Innovation," *Quittapahilla* 1987, 42; Dawn Humphrey, "Interview With Dr. Peterson," *The Valley*, Fall 1984, 4.

<sup>iii</sup> April 22, 1986, letter to Mr. Lawrence A. Appley.

<sup>iv</sup> The 1985 strategic plan approved "nine new programs ranging from a master of business administration degree to associates degrees in travel and food-service administration." To attract the older student, evening and weekend College offerings were to be expanded, early evening courses introduced, and alternative class sites explored. "LVC OK's Six-Year Strategy," *Lebanon Daily News*, February 26, 1984, 12.

<sup>v</sup> Christopher Craig '88, "Enrollment Stats Are Examined," *The Quad*, February 13, 1986, 4.

<sup>vi</sup> Lebanon Valley had the lowest ratio, 11.3 to 1, of the eight area liberal arts colleges with which it was compared. These colleges had a 16 to 1 ratio. *A Study of the Structures of the Academic and Administrative Departments* proposed raising the ratio to 13.5 to 1.

<sup>vii</sup> *A Study of the Structures of the Academic and Administrative Departments*, 8.

<sup>viii</sup> A commission was formed by the president on May 30, 1986. As *A Study of the Structure of the Academic and Administrative Departments* was to examine faculty and curriculum matters, the commission was to evaluate the efficiency and effectiveness of all administrative offices of the College, with the exception of the Office of the President. The report of the commission stated bluntly what was implied in *A Study of the Structure of the Academic and Administrative Departments*, namely that the key to viability was enrollment.

<sup>ix</sup> Barry Kohlepsy, "LVC Enrollment Picture," *The Quad*, September 18, 1986, 7.

<sup>x</sup> For information on the April 21, 1987, groundbreaking celebration for the Edward H. Arnold Sports Center, see Dawn Greene, "The Edward H. Arnold Sports Center Opens Its Doors," *The Valley*, Fall 1988, 2–5.

<sup>xi</sup> Memo dated February 10, 1987.

<sup>xii</sup> Sandy Marrone, "John Synodinos, Educator par Excellence," *Central Pennsylvania's Apprise*, May 1996, 45.

<sup>xiii</sup> Lawrence Biemiller, "Notes From Academe," *The Chronicle of Higher Education*, May 31, 1996, 43.

<sup>xiv</sup> Jasmine Ammons '97, M'11, "President Synodinos Announces His Retirement Plans," *La Vie Collegienne*, November 8, 1995, 1.

<sup>xv</sup> Marrone, *Central Pennsylvania's Apprise*, 45.

<sup>xvi</sup> The information regarding students not getting out of their cars is from an interview with Gregory Stanson '63, June 18, 2007.

<sup>xvii</sup> The number of high school graduates in Pennsylvania was expected to steadily decrease from 136,016 (1988–1989) to 113,472 (1995–1996). No increase in graduates was projected until 1996–1997. See *High School Graduates: Projections for the Fifty States* (A joint publication of Western Interstate Commission for Higher Education, Teachers Insurance and Annuity Association, The College Board), 26–27.

<sup>xviii</sup> Dr. Richard P. Traina, president of Clark University and a longtime friend, made this comment in a speech at Synodinos' inauguration.

<sup>xix</sup> M.J. Bishop '84, "A New Campus Plan: Meeting Tomorrow's Challenges," *The Valley*, Fall 1989, 3.

<sup>xx</sup> For information regarding landscaping and the renovations along Rt. 934, see Bishop, "A New Campus Plan," *The Valley*, 2–3.

<sup>xxi</sup> Useful descriptions of Phase One of the campus renewal program include Jennifer McMahon, "Lynch Renovated and Rededicated," *La Vie Collegienne*, October 4, 1990, 1; John M. Baer, "The Man Behind the Momentum," *The Valley*, Fall 1993, 3; A letter from the Office of the President to parents, February 1, 1989.

<sup>xxii</sup> The amount raised, as of the final report of July 10, 1996, was \$23,943,651. The money was designated for annual giving, endowment, and capital improvements (facilities and equipment).

<sup>xxiii</sup> For a detailed description of the new library, see Judy Pehrson, "On-line to the Future," *The Valley*, Spring 1996, 15–19; and "Coming: Library of the Future," *The Valley*, Winter 1993, 33.

<sup>xxiv</sup> "Incentives to Get an A," *The Washington Post*, April 5, 1992.

<sup>xxv</sup> Synodinos' desire to make tuition affordable is described in Baer's, "The Man Behind the Momentum," *The Valley*, 5.

<sup>xxvi</sup> The class rank of graduating high school students admitted to Lebanon Valley College in 1991 and 1992 reveals the following: those who ranked in the top 10 percent of their class: 1991 (47 students), 1992 (76 students); those in the second decile of their class: 1991 (28 students), 1992 (60 students); those in the third decile of their class: 1991 (21 students), 1992 (41 students).

<sup>xxvii</sup> Judy Pehrson, "Going Global," *The Valley*, Spring/Summer 1993, 2–3.

<sup>xxviii</sup> Though not in the same numbers, international students had studied at Lebanon Valley before 1988. For example, during the Lynch years, Thomas Caulker from Sierra Leone and Kenjuro Ikeda from Japan had been students. There had been a Sierra Leone and Japanese connection with the College over the years. In 1975, the College opened its doors to 12 Vietnamese refugees as students.

<sup>xxix</sup> Laura Chandler Ritter, "Passport to Annville," *The Valley*, Spring/Summer 1993, 4.

<sup>xxx</sup> A more complete picture of the international initiative can be found in *The Valley*, Spring/Summer 1993, 2–21.

<sup>xxxi</sup> Pehrson, “Going Global, *The Valley*, 2.

<sup>xxxii</sup> Judy Pehrson, “The Arts Move Center Stage,” *The Valley*, Fall 1994, 2–7.

<sup>xxxiii</sup> *Annual Report 1993–1994*, 3; *La Vie Collegienne*, March 23, 1944, 4–10.

<sup>xxxiv</sup> Twelve trustees were nominated by the Eastern Pennsylvania Conference of The United Methodist Church, 12 were nominated by the Central Pennsylvania Conference of The United Methodist Church, five were nominated by the faculty, and three were nominated from the student body.

<sup>xxxv</sup> The information regarding the downsizing of the Board of Trustees comes from *Minutes of the Committee on Board Membership*, October 7, 1988, 1; Minutes President’s Cabinet, April 3, 1989, 2; *Recommendations of the Board Membership Committee*, 1–3.

## Chapter II

# Looking to Grow

Breathtaking change had been a signature of the Synodinos years. The College had been moving at a sprinter's pace, but such a pace can only be sustained for so long. By 1996, Lebanon Valley College was moving more slowly as it savored its recent accomplishments. A deliberate pace, rather than a jaunty one, was evident when a slow-growth strategy, by which enrollment would grow one percent annually, was established in 1995.<sup>i</sup>

A national search for a new president to succeed Synodinos attracted more than 140 candidates. Among the three finalists was Dr. G. David Pollick, who had been the co-chief executive officer and president of the Art Institute of Chicago and the School of the Art Institute of Chicago. When interviewed by the presidential search committee, Pollick was asked if he was comfortable with the College's strategic plan that benchmarked an annual one percent enrollment growth. Pollick emphatically answered, "No!"<sup>ii</sup> He then presented a set of reasons for moving away from a slow-growth strategy. On May 18, 1996, the College's Board of Trustees unanimously elected David Pollick to the College's presidency. It did so with at least the leadership of the board sensing that a sprinter's pace was soon to resume.



*G. David Pollick, Ph.D.,  
President, 1996–2004*

Once he became president, Pollick began to make the case for increasing enrollment projections, asserting that it was required for the long-term financial health of the institution and the interests of prospective students. In the paper *A Case for Growth*, he argued that it is necessary in a highly competitive market "to continually [improve] the quality of academic programming, facilities, and faculty and staff..."<sup>iii</sup> He stressed that by increasing the number of students, the College's income would grow and the need to improve quality could be addressed.

Pollick also argued that the "number of prospective students interested in attending a college with 1000 traditional students is limited..."<sup>iv</sup> He suggested that students would see an increased enrollment in the 1,500–1,600 range as provid-

ing “the best of...worlds—more potential relationships, yet a genuinely personal environment.”<sup>v</sup> He concluded in *A Case for Growth* that reaching an enrollment of 1,500–1,600 students by 2005 would require an “ascending growth rate [of] between 3 and 4 percent....”<sup>vi</sup> Pollick asked the trustees to abandon a slow-growth model for more robust growth.

The trustees moved cautiously. On May 17, 1997, they decided to set a target of 1,345 full-time students by the year 2000. They also agreed that they needed to consider a longer range full-time enrollment target by the year 2005.<sup>vii</sup> Three years later, in 2000, an enrollment target of 1,500–1,600 full-time students by 2005 was approved.<sup>viii</sup> The slow-growth strategy of the latter Synodinos years had been jettisoned. The strategic choice of Pollick, approved by the trustees, set in motion a whirlwind of activity.

Pollick was not afraid of risk as he sought to brand Lebanon Valley College as an attractive option for students. His plan for attracting students in increasing numbers required new academic offerings, an expansion of extracurricular activities, and campus revitalization. Pollick recognized the symbiotic connection of enrollment with physical surroundings and programming.

The Physical Therapy Program was a new academic offering. It was to be a five-year, master’s level course of study—the only one in South Central Pennsylvania. It was expected to attract, when fully implemented, up to 200 students who would not otherwise choose Lebanon Valley College. Pollick presented the idea to the faculty’s curriculum committee and to other faculty who were primarily from the sciences. He told them that a physical therapy major would be a natural outgrowth of the College’s commitment to the sciences. He added that students had asked LVC to offer this program.<sup>ix</sup>



*Physical therapy students gain hands-on experience working with student-athletes, such as Darryl Sweeper '15, and certified athletic trainers, such as Megan Streisel.*

Much was at stake in launching a physical therapy major. There were other academic offerings introduced during the Pollick presidency that involved little risk,<sup>x</sup> but the physical therapy initiative was different. Not only did students need to be recruited, a director hired, and a program developed, but a modern facility would have to be built to house physical therapy classrooms, teaching laboratories, offices, a therapy pool, and a fitness center. All of this had to be in place before the College could even achieve candidacy in the accreditation process. To make the situation even more precarious, admission into candidacy and accreditation was not guaranteed. Accreditation would not be known until several months before the graduation of the program's first class. It was as if the sword of Damocles, suspended by a single thread, hung over the program and students.

After careful deliberation, the faculty, administration, and trustees determined in 1997 that the College would move forward with the development of a master's level program in physical therapy. To meet the stringent facilities requirements for accreditation, construction of a physical therapy facility, which was later named the Heilman Center, began in 1998.<sup>xi</sup> That same year, a program director was hired. With the fall 1999 term, the first students arrived as physical therapy majors. After submission of the application for candidacy in December 2000, a team from the accrediting body came to campus and made recommendations. After addressing the recommendations, the application was resubmitted. On May 24, 2002, the College was notified that candidacy was denied.

The physical therapy students and their parents were gravely disappointed at this news and understandably anxious as to their alternatives. The program staff and the dean of the faculty felt as if the College, by failing to provide an accredited program, had reneged on a promise. Throughout the summer, the staff and dean met with students and parents. Some students stayed at Lebanon Valley College and changed their major; others were assisted in finding schools with accredited programs.

With the denial of candidacy came the critical decision of whether to abandon the program, ask for a reconsideration of the College's application, or start the process over again with a new application for candidacy. It became clear in these deliberations that it was a priority to keep faith with the students, donors, and families who had committed to the program. With that determined, the decision was made—after considering developing trends in the physical therapy field—to present a new candidacy application that reconfigured the curriculum to a six-year doctoral program.<sup>xii</sup>

At this point, the dean of the faculty, Dr. Stephen MacDonald, came to the rescue. MacDonald guided the development of the new candidacy application during the summer of 2002. For two weeks in November 2002, he lived a re-



clusive life as he devoted himself entirely to writing the proposal for candidacy. On Dec. 1, 2002, the new candidacy application was submitted and six months later approved. By 2004, 109 students were enrolled in the physical therapy program.

A year after Pollick's arrival on campus, the establishment of a men's ice hockey team was set in motion. Pollick, a die-hard fan, saw ice hockey as opening the door to student interest from the previously closed prep school world and helping to create a more equal balance of male and female students. In 1997, arrangements were solidified for the use of the Hersheypark Arena, a coach was hired, and a letter of intent was sent to the Eastern College Athletic Association (ECAC) stating the College's desire to compete in the Northeast Hockey League for the 1998–1999 season.<sup>xiii</sup>

Midstate Pennsylvania with its rolling farmlands and nearby chocolate factories was not exactly ice hockey country. According to *The Patriot News*, the new coach, Al McCormack, “ignored the long odds of building a strong hockey program in these unlikely environs.”<sup>xiv</sup> He traveled all over the country recruiting players. More than 40 students were recruited from 10 states and two countries to vie for a spot on the 26-man roster.<sup>xv</sup> One of the recruits remarked, “Last year, if you said Lebanon Valley College, nobody would have heard of it....”<sup>xvi</sup> The introduction of ice hockey was attracting students who otherwise would not have considered the school.



2014–2015 Men's Ice Hockey Team:  
Women's NCAA ice hockey debuted in 2016–2017.

For the inaugural season of the sport, a team composed of 23 freshmen, two sophomores, and one junior took to the ice. The team began with wins over established Division I club teams from Navy, Drexel, and Lehigh. The season ended with 16 wins, 8 losses, and 1 tie. The next season, the team earned a berth in the ECAC Northeast League playoffs, losing in the quarterfinal. In 2001, Lebanon Valley won the Northeast League championship and received a bid to the NCAA Division III tournament. The ice hockey program had become successful on the ice and effective in attracting students.<sup>xvii</sup>

There is a symbiotic bond between the physical setting of a college and enrollment. When students start dreaming of going to college, they have a mental picture of what a college looks like. If a campus matches or exceeds the students' expectations, they are more likely to enroll there. For Pollick, the question was, "...how do you develop a space that excites the students...?"<sup>xviii</sup>

It was just another meeting. The subject was the location of a new facility for the Maintenance Department. The idea was to build it near the residence halls. Pollick had some misgivings. He wanted to know the alternatives. At this point, a crash tutorial in College-owned land and neighboring landholdings began for the new president. He learned about the 160 acres surrounding Kreiderheim that the College owned. He also heard about the 42 acres of farmland east of the LVC Sports Center that the College had been trying for many years, without success, to acquire. According to *The Valley*, Pollick suggested, "Go back and try one more time." This try met with success. After several friendly discussions, the 42 acres were purchased by the College. Suddenly, there were alternatives for placing a maintenance facility and, more importantly, now there was available land which, if developed wisely, could excite and attract students.<sup>xix</sup>

A major campus transformation ensued. The North Campus was developed with award-winning baseball, softball, soccer, and field hockey facilities, a gymnasium, the Heilman Center, a wetlands biology laboratory, parking for 750 cars, and the Fasick Bridge for pedestrians spanning State Route 934. The changes to South Campus included roadwork upgrading Sheridan Avenue, the completion of the Synodinos Peace Garden behind Centre Hall, and the addition of Marquette Hall and Dellinger Hall to the Residential Quad. In 2003, the conversion of Clyde A. Lynch Memorial Hall from a building that housed a gymnasium to a new all-academic structure began. With the completion of Clyde A. Lynch, the most ambitious aspect of the building program was to begin—a complete redesign of the Garber Science Center. From all of this activity, a more spacious and beautiful campus emerged—one that would attract students and facilitate learning.



*Fasick Bridge*

The myriad of construction projects launched during the Pollick presidency demanded financial resources. Some of the required capital would come from borrowed money and end-of-year surpluses, but these financial streams were insufficient. A new financial initiative would need to be set in motion.

The planning for what became the Great Expectations Campaign began in 1997.<sup>xx</sup> It was to be a comprehensive undertaking to provide funds for capital construction, endowment, and current operations. By late spring 2000, the campaign objectives were finalized: \$16.5 million for construction of Heilman and Garber, \$11.5 million for endowment, and \$12 million for current operations. The total to be raised was \$40 million.<sup>xi</sup>

In the fall of 2000, approximately six months after the campaign's goal was finalized, the College's trustees faced some startling realities. The Heilman Center, originally expected to cost \$2.5 million, had ballooned to \$5.025 million.<sup>xxii</sup> Additionally, it was learned that the true cost of the Garber Science Center renovation could top \$20–23 million.<sup>xxiii</sup> Some of these costs were linked to the high-tech capabilities of the general purpose classrooms to be housed in Garber.

Looking for a less expensive way of building these classrooms, the president and senior officers of the College<sup>xxiv</sup> resurrected an old tripartite plan from the Synodinos era. The plan took the gym out of Clyde A. Lynch and used that space for classrooms and offices. The plan's upside was that classrooms and of-

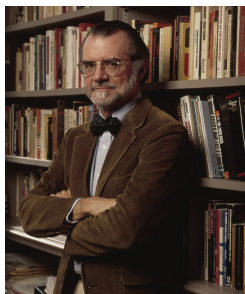
fices could be built in Clyde A. Lynch at a lower cost than in a science building. Moreover, instead of having one building modernized (Garber), three building would be updated in character and appearance (Garber, Clyde A. Lynch, and gymnasium). The downside of this plan was that a new gymnasium would need to be built, delaying the renovation of Garber until the gym and Clyde A. Lynch projects were completed. Moreover, the savings would be minimal. In fact, more capital gift income would be needed.<sup>xxv</sup>

At its fall 2000 retreat, the trustees listened as the situation's quandaries were outlined. Raising the campaign goal to \$50 million, in a tripartite approach, was presented as an option, with the warning that the present \$40 million campaign still lacked a major gift of \$5 million. John Synodinos, now the honored president *emeritus*, attended that retreat. He was also now a College trustee and a strong advocate of the Great Expectations Campaign. During the evening of the retreat, in a conversation with Synodinos, "Ed and Jeanne Arnold offered to make a \$5,000,000 pledge to the campaign. With that commitment in hand, and with the pledge of other [trustees] to make additional campaign gifts, a decision was made to raise the...goal to \$50,000,000."<sup>xxvi</sup>

The establishment of a physical therapy program, addition of ice hockey, and the creation of a more spacious and beautiful learning environment signaled a college that was looking to grow. Growth was a major signature of the Pollick years. Enrollment increased from 1,182 students in 1996 to 1,560 by 2004.<sup>xxvii</sup> At the same time, the academic quality of the entering students steadily improved, applications for admission doubled to 2,300, and by 2004 approximately 25 percent of the incoming freshmen would study abroad during their collegiate careers versus seven percent in 1996.

It was announced on March 19, 2004, that Dr. David Pollick would be leaving Lebanon Valley College at the end of the academic year to become the president of Birmingham-Southern College. In an interview with *La Vie Collegienne*, Pollick remarked, "After eight wonderful years at Lebanon Valley College, the time has come for me to accept another challenge."<sup>xxviii</sup> In May 2004, Dr. Stephen C. MacDonald, who since 1998 had been the College's vice president for academic affairs and dean of the faculty, assumed the role of acting president at the urging of the College's trustees.

MacDonald had come to Lebanon Valley College in 1998 with impeccable credentials. He had a bachelor's degree, *magna cum laude*, in history from Tufts University and was named to Phi Beta Kappa. He earned a Ph.D. from the University of Virginia in modern European history. Prior to arriving at LVC, he had distinguished himself as associate dean of Dickinson College.



Stephen C. MacDonald, Ph.D.,  
President, 2004–2012

MacDonald's competence in leading the College as acting president did not go unnoticed. To his surprise, he found himself enjoying his new duties. MacDonald, who previously had no desire to become the College's president, suddenly had such an aspiration awakened. In June, he made known his wish to be considered a candidate for the College's presidency.

After intense scrutiny, the Lebanon Valley College Board of Trustees—convinced that MacDonald would bring the Great Expectations campaign to a successful conclusion, complete the tripartite capital building projects, and meet enrollment goals—named Stephen C. MacDonald as the College's 17th president in October 2004.<sup>xxix</sup>

One of MacDonald's early tasks was to revise the school's strategic plan. His revision, titled *Strategic Plan 2005–2010*, spoke of "our identity as a liberal arts college," of undergraduate education as our "primary task," of preserving the scale of the College "so that informality and professional intimacy can continue," and of cherishing "our historical role as a regional college."<sup>xxx</sup> These statements flowed from the College's past, a past that valued the liberal arts and undergraduate education, prized a nurturing faculty that interacted with students, and was rooted in Central Pennsylvania.

In MacDonald's revision, the past was providing clues as to what is valued, but it was also whispering what the College might aspire to become. The Annville Academy was given in 1866 to the East Pennsylvania Conference of the United Brethren Church "on condition that they would establish...an institution of learning, of high grade..." *The Strategic Plan 2005–2010* and its successor plan echoed that same sentiment when they spoke of a "college in which everything is done well and some things are done exceedingly well."<sup>xxxi</sup>

The aspiration to do everything well and some things exceedingly well was not the primary institutional consideration in the mid-1980s. According to the 2001 *Lebanon Valley College Institutional Self-Study*, there were those in the mid-1980s who wondered if the College "possessed the material resources or the entrepreneurial imagination to create the physical plant, fashion the appropriate technologies, and assemble the appropriate staff that would attract the students who would assure its continued existence..."<sup>xxxii</sup> By the time of the arrival of MacDonald as president in 2004, such concerns had faded. There had been a turnaround.



The turnaround did not mean that enrollment issues would avoid attention. In the fall of 2008, there was a seven percent decline of incoming students, 36 fewer than the previous fall. The College's *2008–2009 Fact Book* noted that there were 212 fewer applications for admission, a nine percent decline.<sup>xxxiii</sup> Moreover, demographic studies projected a diminishing number of high school graduates until the fall of 2021.<sup>xxxiv</sup> Added to this was the turbulent economy of 2008 and 2009 that caused job losses and a decline in family incomes and savings. Colleges were feeling financially strapped as endowments lost value, the need for financial assistance to students increased, and a worsening economy made it more difficult for families to have their children attend college.

The challenging environment that faced The Valley in the fall of 2008 and in 2009 set in motion a number of creative initiatives and conservative strategies. The College initiated a market research study that led to a redesign of marketing materials and changes in the College's website. The percentage increase of tuition in 2009–2010 was the smallest in 10 years. A student retention consultant was hired to oversee the development and implementation of a retention plan. Building projects, unless they were already funded, were delayed. To attract students who played lacrosse, a new venture of intercollegiate men's and women's lacrosse was launched. Though there was no hiring freeze in 2009, positions that were vacant remained so for one year unless there was an overwhelming reason for filling them.

These initiatives were successful. By the 2010–2011 academic year, they resulted in 498 new students being enrolled,<sup>xxxv</sup> an increase of 51 incoming students over the prior year. The initiatives also led to a retention rate of students returning for their sophomore year that placed the College, according to *U.S. News & World Report*, in the top 2.5 percent of all regional colleges nationwide, and in the top one percent in its category in terms of enrolling students from the top 25 percent of their high school class.<sup>xxxvi</sup> Equally important, the strategies that were employed kept the College on a sound financial footing.

Vital collegiate institutions, writes Terry MacTaggart of the Ingram Center for Public Trusteeship, require that “the finances of a school be put in order” and a marketing program be in place that attracts students and donors. He goes on to say that a truly vital institution will move beyond finances and marketing to the pursuit of institutional excellence and “academic revitalization.”<sup>xxxvii</sup> Lebanon Valley College, by the initiatives and strategies it initiated in 2008 and 2009, put in order the school's finances and created a new marketing program. By so doing, it successfully navigated the demographic and economic challenges of that period. But it was the pursuit of institutional excellence—the aspiration to do everything well and some things exceedingly well—that would drive the College as it moved toward its sesquicentennial.





*Neidig-Garber Science Center*

When students returned for the spring semester of 2005, they discovered that the long-awaited Clyde A. Lynch Memorial Hall renovations were completed. This now all-academic structure had become a high-performance learning environment of classrooms with high-tech capabilities, faculty offices, seminar rooms, and an open atrium with a seating area and coffee-snack bar that encouraged students and faculty to mingle.<sup>xxxviii</sup>

With the completion of the Clyde A. Lynch project, attention turned to the most ambitious aspect of creating a state-of-the-art learning environment: the complete redesign of the Garber Science Center.<sup>xxxix</sup> It was decided early in the planning process that the “new” Garber would be named the Neidig-Garber Science Center in honor of Dr. Dale Garber, an alumnus whose major gift enabled the building of the original Garber Science Center, and Dr. H. Anthony Neidig, a graduate of the College and an esteemed professor *emeritus* who taught chemistry at LVC for 38 years. Ten million dollars was needed to complete this project. The goal was met, and on June 30, 2007, the Great Expectations campaign, the largest single fundraising effort in the College’s history, came to an end. \$55,402,758 had been secured in commitments. The goal of \$50 million for capital construction, endowment, and current operations had been remarkably exceeded.<sup>xl</sup>

In the spring of 2006, the transformation of the existing Garber Science Center began, and in October 2008, the new Neidig-Garber Science Center was dedicated with research laboratories attached to all of the main laboratories, new seminar rooms, technologically “smart” classrooms, and “zones” for students to work on laptops, collaborate on projects, and relax.<sup>xli</sup> With its creation, a dream

that first surfaced in the Synodinos presidency, and began to become flesh during the Pollick presidency, was now seamlessly completed under the administration of Stephen MacDonald.

A student who had seen an abundance of Renaissance and Baroque art in his Italian semester abroad returned to Annville with the idea of a wall in Frederic K. Miller Chapel becoming a canvas for a mural. Fueled by the enthusiasm of that student, Michael Pittari, associate professor of art, designed a special course in mural painting. The class began with students learning the history of this art form and of the mural process. Armed with this information, each student was given the task of creating a design for a mural.

The designs were presented to a panel of judges. “Pathways” by Brett Buzdygon ’07 was chosen. The class, acting as a team, then brought the design to life by transferring Buzdygon’s original painting to 10 wooden panels. The original 8x33-inch painting had become an 8x33-foot mural, and in 2006 a Miller Chapel hallway was transformed.<sup>xlii</sup>

Rigorous course material and the lecture hall are an important part of learning at Lebanon Valley College, but so is painting a mural for a chapel wall and gazing at art while studying abroad. The classroom had expanded. There was a new understanding that the window of learning is opened not only when a student looks up from class notes to ask a question of a professor, but also when a student engages a real-world dilemma through an internship, performs in a concert hall, participates in student teaching, or engages in student-faculty research.<sup>xliii</sup> Hands-on experience had become an essential part of a Lebanon Valley College education.

With an easy gait, they ambled down the center aisle of the Allan W. Mund College Center’s Leedy Theater. Nearly 30 chattering students seated themselves in the theater’s first two rows. They were there to audition for the fall production of the College’s Wig and Buckle Theater Company.<sup>xliii</sup>

Huddled at the back of the theater with the company’s faculty advisor, Dr. Kevin Pry ’76, were the play’s student director and the student stage manager. After giving some background regarding the script and characters, the student director began auditions. The play required a cast of 12, of whom seven would be main characters. It was obvious from the number of persons auditioning that some would know the disappointment of not being a member of the cast.

Throughout the evening, groups of students mounted the stage. Each was assigned a character, and a “cold” reading would begin. The director, stage manager, and advisor remained in the back taking notes and sharing reactions. At the end of the evening, when those auditioning were long gone, the three-some decided on the cast. The next morning the names of those selected were posted, after which rehearsals began, sets were built, and costumes and props were found. Fewer than eight weeks after the evening of auditions, the curtain opened on another production of the Wig and Buckle Theater Company.<sup>xliv</sup>

As the College moves toward its sesquicentennial, student-led activities abound. Some involve ongoing organizations, such as the Wig and Buckle Theater Company, student government groups, *La Vie Collegienne*, ValleyFest, Freedom Rings, and the Wednesday evening student-led worship service. Others are one-of-a-kind activities that are unrehearsed, as when nearly 400 students, on a November 2006 night, marched to the president’s home on campus to revive the tradition that when Lebanon Valley defeats Albright in football, they are granted a day early leave for the Thanksgiving holiday. That night, President MacDonald, megaphone in hand, announced, “There will be no classes on Wednesday. Go home. Enjoy!” The crowd wildly cheered.<sup>xlv</sup>

Many student-led activities at The Valley involve community service and civic engagement. During the 2006–2007 academic year, student community service included support for cancer research (football team), building homes for the less fortunate (Servants of Christ), and environmental improvement (Quittie Park cleanup).<sup>xlvi</sup> In 2007, with the intention of helping the College community become more aware of some of the pain in the world, students from the Sociology Club, Iota Phi Theta, and the Asia Club lined the Academic Quad with 3,849 crosses made of popsicle sticks in honor of each soldier killed in Iraq. In addition, display panels brought attention to social injustice in North Korea, Burma, Darfur, and Nepal.<sup>xlvii</sup> In 2008, a College chapter of Habitat for Humanity was initiated with nearly 50 students participating. The group provided 563 hours of service to Habitat for Humanity in Lebanon County. During the 2008–2009 academic year, students completed 13,334 hours of community service. The students represented “52 campus organizations, athletic teams, academic departments, and special-interest residence communities.” By the 2011–2012 academic year, the last year of the MacDonald presidency, students completed 17,877 hours of service.<sup>xlviii</sup>

A college center is a place for students to gather, relax, and socialize. It is where a student eats, as well as finds resources (e.g., the College Store, key support services) and usable activity spaces. It is critical to student life. By 2009, after nearly 40 years of use, the Mund College Center<sup>xlix</sup> had become a tired building that was unable to provide, in an efficient and attractive

manner, the myriad student services that the College wished to provide. There were numerous renovations over the years, but by 2009 it was apparent that a major revitalization and modernization was required.

The transformation of the Mund College Center was approved by the College's trustees at their November 2009 meeting. Its transformation into a truly "high grade" facility with a Center for Student Excellence was completed in 2012. The renovation cost less than the budgeted \$13.3 million. With its completion, MacDonald had not only successfully completed the tripartite building program and the Great Expectations campaign begun under the Pollick administration, but had added a rebuilt Mund College Center—a new centerpiece for student life.

# Chapter II Endnotes

<sup>i</sup> The slow-growth strategy was part of Lebanon Valley College's *Strategic Plan 1995–2000*.

<sup>ii</sup> The information regarding the interview comes from a May 5, 2008, telephone conversation with David Pollick.

<sup>iii</sup> The quotation is from page 1 of an unpublished paper, *The Case for Growth*, by President Pollick. This paper, which was shared with the College's Board of Trustees, describes the case that Pollick made for an accelerated growth in enrollment.

<sup>iv</sup> Pollick, *The Case for Growth*, 2.

<sup>v</sup> Pollick, *The Case for Growth*, 3.

<sup>vi</sup> Pollick, *The Case for Growth*, 4.

<sup>vii</sup> "Minutes, May 17, 1997," *Lebanon Valley College Board of Trustees: Agenda and Exhibits*, November 1, 1997, 9.

<sup>viii</sup> "Minutes, May 20, 2000," *Lebanon Valley College Board of Trustees: Agenda and Exhibits*, October 6–7, 2000, 7–8.

<sup>iv</sup> The information regarding the genesis of the physical therapy major is from two sources: an email communication of May 17, 2008, from Dr. William McGill, who in 1997 was vice president of academic affairs; Stephen Trapnell '90, "Getting Physical," *The Valley*, Fall/Winter 1998, 13.

<sup>x</sup> New undergraduate and graduate programs in music, fine arts, sciences, education, and computing were introduced during the Pollick presidency.

<sup>xi</sup> Two generous gifts enabled the physical therapy facility to be built. Suzanne H. Arnold H'96 committed \$1.25 million and trustee Edward H. Arnold H'87 committed \$1 million. The building was named the Heilman Center in memory of Suzanne Arnold's father and brother.

<sup>xii</sup> The Dean's Report for the May 15, 2004, meeting of the trustees gives a more detailed description of the development and accreditation of the physical therapy program. "Minutes, May 15, 2004," *Lebanon Valley College Board of Trustees: Agenda and Exhibits*, October 2004, 14–15.

<sup>xiii</sup> The Northeast League granted Lebanon Valley College a two-year provisional membership with the caveat that if after two years the College seems capable of playing in the West, it would be urged to pursue membership in that league. The reluctance of the Northeast League to have Lebanon Valley College as a member was attributed to the cost of travel and the impact on the student-athlete by requiring lengthy bus trips. The Valley did well in the Northeast League and was not looking to move to the West, but it was forced to do so with the 2004–2005 season. The source of this information is a document by Phil Buttafuoco, Commissioner, *ECAC Northeast Hockey League*, October 11, 2002, and an interview of Lou Sorrentino '54, who was the College's athletic director at the inception of the hockey program.

<sup>xiv</sup> Genaro C. Armas, "LVC Finds Time Is Right for New Hockey Team," *The Patriot News*, February 12, 1999, C 10.

<sup>xv</sup> Tom Hanrahan, "Sports," *The Valley*, Fall/Winter 1998, 19.

<sup>xvi</sup> Armas, *The Patriot News*, C 10.

<sup>xvii</sup> Stephen Trapnell '90 and Cory Thornton '99, "Picture Perfect," *The Valley*, Spring/Summer 2001, 7.

<sup>xviii</sup> The account of this meeting and its results is reported by Nancy Fitzgerald, "A Man, a Plan, a Campus Revamped," *The Valley*, Summer 1997, 5–7.

<sup>xix</sup> The information regarding the Great Expectations campaign comes from an excellent summary found in a report prepared for the College's trustees. Anne Berry, *Final Report of the Great Expectations Campaign*, October 2007, 16–28.

<sup>xx</sup> Berry, *Final Report*, 19.

<sup>xxi</sup> The Heilman Center was not the only construction project in the Great Expectations campaign that exceeded cost estimates. The new gymnasium, later named the Louis A. Sorrentino Gymnasium, estimate was \$3.9 million; the cost was approximately \$5 million. The Clyde A. Lynch project estimate was \$3 million; the cost was approximately \$4.6 million. These overruns made the College's trustees uneasy and eroded trust.

<sup>xxii</sup> Berry, *Final Report*, 20.

<sup>xxiii</sup> The senior/general officers of the College in 2000 consisted of the following: vice president of academic affairs and dean of faculty, vice president of advancement, vice president and controller, vice president of enrollment and student services, vice president of administration, and vice president of information technology services.

<sup>xxiv</sup> Berry, *Final Report*, 20.

<sup>xxv</sup> Berry, *Final Report*, 21.

<sup>xxvi</sup> Enrollment figures come from the College's Office of Admission and are for full-time enrollment for the fall semester.

<sup>xxvii</sup> Lisa Landis '04, "President Pollick to Leave LVC Community," *La Vie Collegienne*, March 25, 2004, 1.

<sup>xxviii</sup> For a more extensive rendering of the process by which Stephen MacDonald became president and of his presidency, see Chapter 17.

<sup>xxix</sup> *Strategic Plan 2005–2010*, 3.

<sup>xxx</sup> *Strategic Plan 2005–2010*, 3–4; and *Strategic Plan 2009–2016*, 2.

<sup>xxxi</sup> "Introduction," *Lebanon Valley College Institutional Self-Study*, 2001, 2.

<sup>xxxii</sup> *Lebanon Valley College 2008–2009 Fact Book*, 5.

<sup>xxxiii</sup> Larrea Tridentata, *Lebanon Valley College Marketing Environment Study*, 2, 5.

<sup>xxxiv</sup> *Strategic Indicators Dashboard* (Fall 2010).



<sup>xxxv</sup> The information concerning the College's ranking in *US News & World Report's* annual edition of *America's Best Colleges* comes from an email report to the College trustees dated August 18, 2010.

<sup>xxxvi</sup> Terry MacTaggart, "Reversal of Fortune," *AGB Trusteeship*, January/February 2008, 31.

<sup>xxxvii</sup> Kate Fry '07, "Lynch Renovations Finally Open," *La Vie Collegienne*, February 3, 2005, 1, 3; Tim Flynn '05, "Lynch Hall Renovations Set to Go High-Tech," *La Vie Collegienne*, September 16, 2004, 1.

<sup>xxxviii</sup> The Garber Science Center was named for Dr. Dale Garber, a 1918 graduate of the College. Garber was a Philadelphia medical doctor who was deeply concerned about the education of all students. His gift to the College of \$1.75 million was used for the construction of the science center.

<sup>xxxiv</sup> Anne Berry, *Final Report*, 26–28.

<sup>xi</sup> Mary Beth Hower, "Engagement, Infrastructure, and Integration," *The Valley*, Summer 2005, 17–18.

<sup>xli</sup> For a more detailed description of the mural project, see Jen Fontanez '09, "Student-Designed Mural Adds Spice to Chapel Basement," *La Vie Collegienne*, November 30, 2006, 1.

<sup>lii</sup> An example of student research at Lebanon Valley can be found in how Dr. Neil Perry, assistant professor of economics, taught his *Energy Colloquium* seminar students about the use of energy in our society. "I thought," said Perry, "an energy audit would be the best way for students to learn how we use energy." By having students develop and complete a carbon footprint inventory of the College, the students provided a service to the College and gained an understanding of how energy is used. "Carbon Footprints," *President's Report, 2007–2008*, 7. In 2008, the Pleet Grant initiative for student-faculty research projects, primarily in the humanities and social sciences, was established. Six projects, most of which were two-year projects and involved 35 to 40 students and 11 faculty members, were funded. The Edward H. Arnold and Jeanne Donlevy Arnold Program for Experimental Education (Arnold Grants) was established in 2011 to provide funding for faculty-student research, internships, and independent summer student research.

<sup>liii</sup> The audition described took place on September 9, 2008. The production for which students auditioned was Steven Deitz's *Dracula*. The play opened in the College's Leedy Theater on Halloween, October 31, 2008.

<sup>liiv</sup> Cassandra Kane '09 and Steve Whiskeyman '09, "Students Rally for Day Off," *La Vie Collegienne*, November 16, 2006, 1–2.

<sup>liv</sup> Mary Beth Hower, "Practicing What We Teach," *The Valley*, Fall 2006, 2–6.

<sup>lvi</sup> Jake King '09, "Social Justice Day Promotes Activism Cross by Cross," *La Vie Collegienne*, November 15, 2007, 1, 3.

<sup>lvii</sup> "Valley News and Notes," *The Valley*, Fall 2009, 3.

<sup>lviii</sup> *Lebanon Valley College 2011–2012 Fact Book*, 46.

<sup>lix</sup> The Mund College Center was named in honor of Allan W. Mund. Mund had served as the chairperson of the College's trustees and in 1968, as acting president of the College.

## Chapter 12

# *The Emerging Future*

**O**n May 19, 2011, President Stephen C. MacDonald announced to the members of the Lebanon Valley College community that he would retire June 30, 2012. He remarked, “I believe the College is in an excellent position to prepare for a transition to new leadership.”

In tribute to MacDonald’s leadership, Dr. Lynn G. Phillips ’68, chair of the College’s Board of Trustees, stated, “Dr. MacDonald has been a strong and steady president and a dedicated dean of the faculty for his 14 years at LVC. He has earned our deep respect for his genuine concern for the entire LVC community and for establishing LVC as a vibrant, regional liberal arts college poised to grow—and ‘grow well’ into the future.”

With MacDonald’s announcement, Phillips made it known that the trustees of the College had developed initial guidelines for a national search for the College’s 18th president, a search committee was being formed, and “AGB Search, a national higher education search firm, had been engaged to assist the committee.”<sup>1</sup>

**O**n May 23, 2012, it was recommended to the College’s trustees by the Presidential Search Committee that Lewis Evitts Thayne be invited to become the 18th president of Lebanon Valley College. The committee had met for nearly a year. There had been



*Lewis E. Thayne, Ph.D.,  
President, 2012–Present*

a national presidential search that was followed by a targeted search. Committee members had developed an extensive prospectus, read countless curricula vitae of potential candidates, interviewed those whom they considered prime candidates, and on the 23rd made a recommendation.

Three weeks earlier, the trustees witnessed Dr. Thayne, who received a Ph.D. in comparative literature from Princeton University, interacting with faculty and the College community. They met with him privately, and important questions were answered. It was decided by the trustees on May 23 to act positively to the search committee's unanimous recommendation.

Lewis Evitts Thayne, at the time of his candidacy, was the vice president for college advancement at Franklin & Marshall College. There, he had produced seven years of record-breaking fundraising results, completed successful campaigns for 12 individual capital projects, and prepared the college for a proposed \$225 million comprehensive campaign.<sup>ii</sup>

Thayne's response to the invitation to become president of Lebanon Valley College was positive. His affirmative response flowed from his being "deeply impressed by the thoughtfulness, energy, and pride reflected by all constituencies at the College." He went on to say, "I truly believe I can make a positive difference at Lebanon Valley College." On Aug. 1, 2012, he became the College's 18th president. Lewis Evitts Thayne would lead the College as it moved toward its sesquicentennial.

The letter was sent June 29, 2012. Stephen MacDonald retired June 30, 2012. The letter sat on the president's desk for a month, waiting to be dealt with on August 1, 2012, the day that Lewis Thayne began his duties as the College's president. Its source was the Middle States Commission on Higher Education, the accrediting agency for the middle states region. The letter announced that the College's accreditation had been placed under warning status. It was not the quality of education at The Valley, the financial viability of the institution, nor the virtuosity of the faculty that was being questioned. The concern of Middle States had to do with assessment.

The letter stated that to be in compliance with the assessment standards of the commission, the College would need to take steps that "promote an institution-wide culture of assessment and evidence." What such a culture would involve was explicitly cited by Middle States. It was to include putting in place a "sustainable assessment process" and providing evidence that assessment results are used "to improve teaching and learning," institutional planning, resource allocation, and "efficiencies in programs and services."<sup>iii</sup>

President Thayne let everyone know that he saw great benefit to assessment done well. He informed the College's trustees that assessment "will enable us to make better decisions about the future of LVC."<sup>iv</sup> With this attitude, a campus-wide initiative sprang into action. Not only would there be compliance, but the work of the College would be strengthened. Middle States had informed the College that it would probably take a full two years before the warning status could be lifted. On June 27, 2013, after just one year, Middle States, pleased with the work that was done, reaffirmed LVC's accreditation.<sup>v</sup>

**I**n 2012, higher education found itself negotiating a national landscape fraught with pitfalls. Tuition was rising while middle class families found their income stagnating. About a third of students at graduation had "not significantly improved their writing, critical thinking, or analytical [skills]." Graduation rates across the nation lagged, and state support of higher education was declining. Demographics indicated fewer 18 year-old students, with the sharpest decline occurring in the Northeast and Midwest sections of the country. With such a landscape, higher education needed to overcome its "natural inclination to stay the same."<sup>vi</sup>

Institutions can become set in their ways. Lebanon Valley College in 2012 was no exception. The Middle States accreditation warning was a bolt of lightning that alerted the College that its set ways were not always adequate. An awareness was now present that there might be other matters beyond assessment that needed attention. Suddenly a plethora of issues were clamoring to be noticed, setting in motion the following whirlwind of activity:

**The General Education Program** in 2013 had been in place at LVC for more than 20 years. It had continued basically the same, with some minor revisions, since its inception. It had become a set way of curricular offerings. In the fall of 2013, the General Education Advisory Committee began a review of the program. The committee found that "the current curricular offerings were not adequately addressing the goals of general education." It concluded—after collecting data, reviewing best practices, and involving the faculty in possible options—that a major revision of the program was necessary.

The committee proposed a program in which the first-year experience would involve students in small seminar-style courses that would develop core competencies, encourage an attitude of intellectual questioning, initiate an E-portfolio, and focus on supporting students in the transition to college. During the sophomore or junior years, students would complete a cluster of three courses around a single theme. One course would focus on how people see the world through

the lens of scientific inquiry, another course through the lens of the humanities, and a third course through the lens of the social sciences. Students would also be expected to take, after the first-year experience, signature courses that would develop designated competencies, a capstone course that culminates in a major project and synthesizes what has been learned thus far, and two high-impact experiences with a reflective essay for each experience.<sup>vii</sup> The faculty approved the General Education Program, Constellation LVC, April 23, 2015.

**The Admission and Scholarship Programs** in effect in 2013 dated back to 1992 and the Synodinos presidency. They had been quite effective, but that seemed no longer the case. The 2013–2014 academic year was one in which 455 new students were enrolled at the College, down from the target enrollment of 525 first-year students. In the fall of 2014, “according to an annual Gallop survey, 71% of the institutions [polled] failed to meet their enrollment targets.” The competition for students among the 115 colleges and universities within a 100-mile radius of Annville had become fierce and was increasing.

Immediate corrective steps were taken. Set ways were about to change. The Common Application, in which students complete just one application that can be sent to multiple schools, and an early decision acceptance program were initiated. Two new physical therapy-related curricular offerings were approved—athletic training and exercise science—that would attract new students. Moreover, other new programs



*Annual Symposium on Inclusive Excellence*

were being considered and older ones reconfigured whose excellence would appeal to potential students. A consultancy that specializes in higher education financial aid began work with the College “in crafting a redesigned scholarship program beginning in 2016.” The redesigned program is to allow a more strategic use of financial aid dollars to leverage enrollment.<sup>viii</sup>

*Envision 2020* was a departure from the set way that strategic planning had been done at Lebanon Valley College. Normally, such planning was staff driven. Now the larger LVC community—students, faculty, trustees, and staff—was to have a voice in the discussion. The process began in the fall of 2013. E4, a consultant group, was hired, and a steering committee was formed. In 2014, there were opportunities for each of the College’s constituencies to discuss the realities facing higher education, the College’s mission and values, its readiness for change, and what a 10-year goal might be. A plan began to evolve from the information gathered. Ideas were tested and refined by the larger community. On February 14, 2015, the *Envision 2020* strategic plan was endorsed by the Lebanon Valley College Board of Trustees.

The plan speaks of empowering “students for a life of learning, citizenship, and success.” It talks of delivering “a transformative education built on the liberal arts,” “graduating world-ready students,” “integrative and immersive learning experiences,” and “the pursuit of scholarship between faculty and students.” The plan emphasizes educational and “inclusive excellence,”<sup>ix</sup> which echoes the founders of the College’s dream of “an institution of learning, of high grade.” The *Envision 2020* strategic plan has provided a road map, with an overarching vision, for navigating from the present to the opportunities and challenges that will stretch beyond the College’s sesquicentennial.<sup>x</sup>

The floor of the Louis A. Sorrentino Gymnasium in the LVC Sports Center was alive with activity. Something was definitely happening. It wasn’t basketball players, as you might expect on a gym floor, racing about to the cheers of the fans in the stands. This was something different. The aliveness came from student exhibitors who were excited to share what they had learned from research or to display some original work that they had done. What was equally amazing was the excitement of those who moved from display to display listening to what these student exhibitors shared.

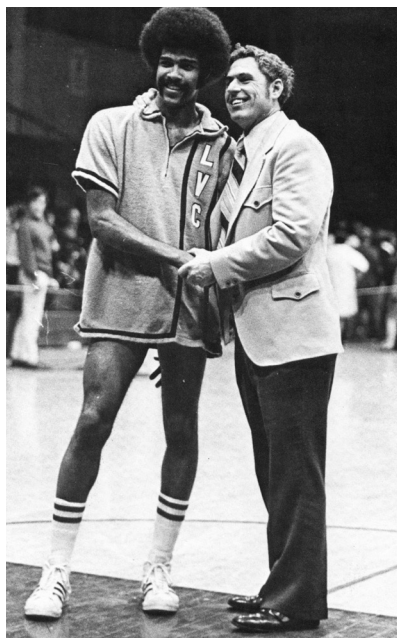
It all happened the night of April 16, 2015. The Sorrentino Gymnasium had become host to a symposium of student research and original work called “Inquiry 2015.” There were 97 exhibits. Some of the projects were the result



of a group effort; others flowed from the effort of one individual. Some of the exhibitors had presented their work before professional groups; others had not. A variety of fields of inquiry, from the sciences to the humanities, were part of the symposium.<sup>xi</sup>

His field is chemistry. With an abundance of mature patience, Brendon Irving '17, an exhibitor at "Inquiry 2015," explained his student research to those who would listen—many of whom were untutored in the mystery of chloroethyleters. His exhibit, titled "Investigation of Substitution and Elimination Reactions of 2-Chloroethyleters," flowed from an independent study project to which Professor Timothy Peelen had been his advisor. Independent study programs have a long tradition at Lebanon Valley. Bruce Metzger, in the early 1930s, engaged in such a study under the tutelage of Professor Alvin Stonecipher. Today, as the College's sesquicentennial year concludes, such research and original work has become more normative—aided by initiatives such as the Allwein Scholars Program, the Arnold Program for Experiential Education, and the President's Innovation Fund.

**T**he desire to strengthen the College and make it better is an ever-present thread of the Lebanon Valley College story. In many ways, the story is an elegant puzzlement, in that it is about a College that began with a less than



*(l.): Don Johnson '73 and  
Lou Sorrentino '54*

promising future, had moments when its survival was in doubt, and yet grew gracefully into a mature institution of excellence. How this happened is a tale of dire crises being met, the right leadership emerging at critical moments, and an endless line of dedicated professors, administrators, staff, trustees, alumni, and donors.

The mature institution that the College has become is vastly different from the school that was originally founded. On May 7, 1866, Lebanon Valley College opened with 49 students. The campus consisted of one building, the old An-nville Academy. By 1873, there were two buildings that sat on a six-acre parcel of land.<sup>xii</sup> Fast forward to August 2012. The College, at the time of Lewis Thayne's arrival, welcomed 1,744 undergraduate students—of whom 1,618 were full-time and



(l.): Cameron Venable '14, who spent two months conducting research in Puerto Rico after receiving an Arnold Grant, shares his research with Dr. Renee Lapp Norris, chair and professor of music, at the annual Inquiry Symposium.

126 were part-time—and 240 graduate students. The campus now consisted of 340 acres and 48 buildings. The contrast of the College's beginning with the mature institution it has become is stark, and yet it is the vision of the College's founders—"an institution...of high grade"—that energizes the present.

At the 25th anniversary of Lebanon Valley College, June 15, 1892, Judge J.B. McPherson said:

On such an occasion it is well to pause...and review the story of the past; to linger with pardonable pride over difficulties...faced and overcome, to point out the steps of progress...and to take courage for a new and ever more inspiring future.<sup>xiii</sup>

On the occasion of Lebanon Valley College's sesquicentennial, *Of High Grade* has reviewed with pardonable pride the difficulties faced and overcome, and the obvious steps of progress made in the 150-year story of the College. It is a story that evokes courage "for a new and ever more inspiring future."

*Editor's Note:* As this history was nearing completion, the College received several extraordinary gifts from alumni and friends. Jeanne Donlevy Arnold H'08 and Edward H. Arnold H'87 made the largest gift in the College's history—\$10 million—to support construction of the Jeanne and Edward H. Arnold Health Professions Pavilion, opening in 2018. Gifts from The Bishop Foundation and its members Katherine, Thomas, and Trudie Bishop; The S. Dale High Family Foundation and Gregory A. High '92; Lois Brong Miller '61; and Benjamin and Suzanne Shankroff will support the next phase of physical transformation for Lebanon Valley College.

## Chapter 12 Endnotes

<sup>i</sup> The announcement of the retirement of Dr. MacDonald and the remarks of Dr. Phillips are from a press release to the media and the Lebanon Valley College community of May 19, 2011.

<sup>ii</sup> This information comes from the curriculum vitae that Dr. Thayne submitted to the College's trustees.

<sup>iii</sup> At its session on June 28, 2012, the Middle States Commission on Higher Education determined that Lebanon Valley College was not in compliance with their standards.

<sup>iv</sup> This is from an email progress report to the College's trustees of October 2, 2012.

<sup>v</sup> Wesley T. Dellinger '75, P'05, "Navigating Accrediting Issues with a New President and Board Chair," *Trusteeship*, July/August 2014, 37.

<sup>vi</sup> The information regarding the pitfalls facing higher education comes from two articles published in *The Chronicle of Higher Education*. Ann Kirschner, "Innovations in Higher Education? Hah!," April 8, 2012 and Sara Lipka, "Demographic Data Lets Colleges Peer Into the Future," January 19, 2014.

<sup>vii</sup> The general education material comes from *The Lebanon Valley Experience—A Proposed Model for General Education* prepared by the College's General Education Advisory Committee.

<sup>viii</sup> The information regarding the admission and scholarship programs comes from Austin DiBernard '16, "Enrollment Down, LVC's Response," *La Vie Collegienne*, September 10, 2014, 1, 2; "Milestones and Firsts," *2013–2014 President's Report*, 5; and an email progress report from Dr. Thayne to College trustees dated April 9, 2015.

<sup>ix</sup> *Envisioned Future*, endorsed by the LVC Board of Trustees, February 14, 2015.

<sup>x</sup> Christine Brandt Little, "Envisioning the Future," *The Valley*, Spring 2015, 16.

<sup>xi</sup> The information regarding Inquiry 2015 comes from the author being present at the symposium and the informational guide that was given to those in attendance.

<sup>xii</sup> The information regarding buildings and acreage in the founding years is from a *Circular of Lebanon Valley College*, 1873, 3; and a paper read before the Lebanon County Historical Society on February 17, 1905, by E. Benjamin Bierman, *The First Twenty-Five Years of Lebanon Valley College*, 114–115.

<sup>xiii</sup> Wallace, *Lebanon Valley College*, VII.

## Part II

### Interpretive Essays





*Frederic K. Miller Chapel*

# Chapter 13

## *From Dependent Child to Distant Cousin<sup>i</sup>*

*J. Dennis Williams*

The spire of Frederic K. Miller Chapel, which dominates the sky as you approach the College from the north, gives tangible witness that the church is part of the story of Lebanon Valley College. College catalogs have stated that the school's "mission arises directly from its historic traditions and a relationship with The United Methodist Church."<sup>ii</sup> The story of that relationship has required the College to interact with three different church bodies: the Church of the United Brethren in Christ (1866–1946), the Evangelical United Brethren Church (1946–1968), and The United Methodist Church (1968–present).

### *I*

Higher education had its outspoken adversaries in the Church of the United Brethren in Christ. This opposition was based on the fear that schooling beyond "the three R's" would draw young people away from the Bible and promote worldliness. It was also feared that unpayable debts would be incurred. Such fears were counterbalanced by the church's need for an educated leadership and the realization that the church could not expect to retain its youth if "it [failed] to offer them as good opportunities for growth as [could] be found elsewhere..."<sup>iii</sup>

Driven by these counterbalancing factors, the East Pennsylvania Conference of the Church of the United Brethren in Christ established Lebanon Valley College. The school officially opened on Monday, May 7, 1866, but the resistance persisted. A few months after the College officially opened, a *Confidential Circular* was distributed among the members of the conference. The circular was an attempt to overcome resistance to the College, alleviate the fear of debt, and win clergy support in the matter of student recruitment. It stated:

As the college belongs to the Conference, and as we have leased it in such a way that each additional boarding pupil will bring a revenue to the Conference of from \$9 to \$17 per annum, we trust you will put forth every effort, and diligently use your personal influence to secure students for the school.<sup>iv</sup>



By huckstering the College as a “cash cow” that would provide income to the conference, it was hoped that the fear of irredeemable debts would be exorcized and support would be increased.

The relationship between this offspring College and its founding church displayed a signature that was recognizable to both parties. One recognizable characteristic of that partnership was that both the school and the church understood that Lebanon Valley College was an institution of the United Brethren in Christ. The initial resolution, that accepted the donation of property in Annville for establishing the College, resolved that the school should “be forever retained and conducted as a Classical School of the United Brethren in Christ.”<sup>v</sup> The *Confidential Circular* that was distributed in 1866 stated that “the College belongs to the Conference.”

Being an institution of the United Brethren meant that the church had a pivotal influence on the College. This influence was evident in the selection of the president of the College and the composition of the Board of Trustees. During the United Brethren era, every College president, after the first president, was not only a United Brethren, but a United Brethren minister who received at least part of his education at a United Brethren institution. In 1933, the board consisted of 36 persons, of which 30 were elected by the conferences as representatives of the church. Twenty-two of the 30 church representatives were clergy.<sup>vi</sup> With such a board and presidents, it was inevitable that the College reflected the values of the church when it came to the Bible, church teachings, and evangelism. In 1900, President Roop reported to the East Pennsylvania Conference:

The religious conditions of the college last year was gratifying. More than ninety percent of all the students were professing Christians. All the resident students were, or became Christians during the year. During the winter term one of the winds of God blew through the college. Many accepted Christ, and others were spiritually revived. No college is better fulfilling its purpose, namely, that of promoting sound learning and deep piety in its students.<sup>vii</sup>

A second characteristic of the relationship between the church and the College in the United Brethren era was the dependency of the College on the church. The College relied on the church for students. At the College’s inception, the members of the East Pennsylvania Conference were asked to “use your personal influence to secure students for the school.”<sup>viii</sup> The same refrain was repeated year after year. In 1946, the end of the United Brethren era, President Clyde Lynch reported that 30.7 percent of the school’s total enrollment was from the Church of the United Brethren in Christ.



*Frederic K. Miller Chapel  
was revitalized during its  
50th anniversary year in  
2016.*

The College also relied on the church for funding. In difficult financial times, the College would cry to the church for help. During the Second World War, the male student body of the College had shrunk dramatically. This caused a financial emergency. President Lynch reported to the trustees in 1943 that “our cooperating conferences and the denomination should stand in readiness...to provide emergency financial aid to the College....Unless such aid should come, Lebanon Valley College will likely become a deplorable casualty of the war.”<sup>ix</sup> A financial campaign to raise \$550,000 was launched. In 1948, President Lynch reported that the East Pennsylvania and Pennsylvania Conferences had pledged \$424,855, more than 75 percent of what was required.<sup>x</sup>

A third characteristic of the relationship was that the church saw itself as a college-related church. At the annual meetings of the cooperating conferences, the president of Lebanon Valley College would give a report on the state of the College to the conferences. Invariably, there would be comments concerning the College in the report of the superintendents and the report of the committee charged with the educational interests of the conference. There were often resolutions concerning the College and its welfare that were items of discussion. Local churches of the cooperating conferences each year celebrated a college day. Representatives of the College were welcomed in the churches. On April 7, 1908, President Keister reported to the executive committee of the College that he had been welcomed and spoken in 19 local churches in a 13-week period.<sup>xi</sup>

There is a story told, perhaps more legend than actual, that personifies the nature of the partnership between Lebanon Valley College and the church during the United Brethren era. On Christmas Eve 1904, the Administration Building of the College, ablaze with flames, lit the sky like a burning torch. "It burned like a brush pile," said one spectator. At the end, all that remained was a "blackened skeleton" of a building.<sup>xii</sup> Rumor had it that the fire spread upward through the elevator shaft. When the plans for the new building were proposed, there was a place for an elevator. This was opposed by a bishop. Legend says that the bishop opposed having an elevator, because he believed that since elevators are not in the Bible, they are not proper for a church college. The new building was constructed with no elevator.<sup>xiii</sup> From this story, a picture emerges of the relationship between the College and the church during the United Brethren era. It was a relationship between a dependent child (the College) and a controlling parent (the church).

## II

On Nov. 16, 1946, in the city of Johnstown, Pa., the Church of the United Brethren in Christ and the Evangelical Church were conjoined. Lebanon Valley College was now an Evangelical United Brethren institution.

The partnership between the new church and the College continued to display the same three characteristics as were evident in the United Brethren in Christ years. The College was still seen as belonging to the church, only now it was the Evangelical United Brethren Church.<sup>xiv</sup> The church continued to be a pivotal influence in the life of the College and saw itself as college related.<sup>xv</sup> A dependency on the church for students and funding was no less real. In 1947, 262 students of the total enrollment of 831 students were from Evangelical United Brethren churches. In 1954, the College was advised that a capital campaign of \$900,000 to \$1,000,000 seemed possible, but only if "\$500,000 [would] be authorized by the denomination."<sup>xvi</sup>

Notwithstanding that the partnership between the Evangelical United Brethren Church and the College seemed much the same as it had been in the United Brethren years, change was taking place. At the 1958 General Conference of the Evangelical United Brethren Church, the understanding of the church as being like a controlling parent and its colleges as dependent children surfaced. The issue over which this attitude surfaced had to do with activities that should or should not be a part of the social program of the colleges. There were some who wanted the General Conference, as a controlling parent, to ban certain activities on the campuses of its colleges, while approving other activities. In response, a



*Ministerial Students, Circa 1915*

resolution was approved by the conference that entrusted to the trustees of each of the colleges, including LVC, the responsibility of determining what activities should be a part of their social program. The General Conference would have nothing to do with micromanaging its schools. The colleges were being regarded as emerging adults who would make wise decisions, though the church did expect to receive reports of the social, moral, and religious aspects of life on its college campuses. The church was becoming a hovering parent that was involved with its colleges, while understanding that it was impractical to run them.<sup>xvii</sup>

This changing relationship was evident at Lebanon Valley College in the matter of finances. Thirteen percent of the College's income for the fiscal year ending June 30, 1947, came from the church. In the fiscal year ending June 30, 1966, the amount of funding from the church had grown to \$137,370, but the percentage of the total income of the College that came from church sources had decreased to 6.7 percent.<sup>xviii</sup> The College was becoming less dependent on the church for its economic viability.

The growing independence of the College from the church extended beyond finances. In 1961, the trustees authorized a Committee on Policy and Program. The committee was to be a joint committee of trustees and faculty. The group met on Sept. 9, 1961. Providing a strengthened curriculum for the training of teachers was discussed. A clergy trustee urged the group to remember that

training of ministers was the responsibility of the College. President Frederic K. Miller acknowledged this responsibility, but then returned the discussion to the need for the training of teachers.<sup>xix</sup> In this discussion, the College, like an emerging adult, exercised an independence from the church. It would pursue a strengthened teacher training curriculum. And yet the church, with a presence like a hovering parent, was that to which the College listened. The training of ministers would not be abandoned.

### III

On April 23, 1968, in Dallas, Texas, Evangelical United Brethren Bishop Reuben Miller and Methodist Bishop Lloyd Wicke clasped hands and declared their two peoples to be one in The United Methodist Church. Lebanon Valley College was now to be a related institution of this new church. Where once the College had been related to a body of people whose membership hovered under 800,000 Evangelical United Brethren, now it would be part of a group of nearly 11 million United Methodists.<sup>xx</sup> Before the merger, the College had been related to a church with eight colleges. Now it was part of a church with 84 baccalaureate level colleges.

In the early years of the United Methodist partnership, much seemed the same as in the Evangelical United Brethren era. The three characteristics that had been present since the United Brethren in Christ days were evident. The College viewed itself as an institution of the church and continued to lean on the church for students, leadership, and funding. The new church seemed to see itself as college related and having a pivotal influence on the College. In 1970, there were 54 voting members of the Lebanon Valley College Board of Trustees. Thirty-two were elected by the conferences. Twenty-one of the conference-elected trustees were clergy. A bishop, three district superintendents, and two conference program directors were among the members of the board.<sup>xxi</sup> With such a board, the influence of the church on the College was strong.

Though the partnership between the College and the church at the beginning of the United Methodist era was one of an emerging adult and a hovering parent, that relationship changed in the ensuing years. The financial support of the College is illustrative of the change. At the time of union, the Eastern Pennsylvania Conference had promised no less than \$150,000 annually to support the College.<sup>xxii</sup> The amount that was actually given diminished over the years. In the mid-1980s the conference's treasurer and council director visited the College's president, John A. Synodinos. The purpose of the visit was to inform the College that the conference, because of financial difficulties, would be unable to provide financial support to the College in its future budgets beyond a



token amount of \$5,000 annually. To the surprise of the conference representatives, the president of the College, on receiving this news, expressed no resentment. His response was, "Our relationship is not based on money." He asked the conference representatives, "How can the college help the church?"<sup>xxiii</sup> The partnership had changed. The College was no longer a dependent child or an emerging adult. The church was no longer a controlling or a hovering parent. The partnership was now between two full-fledged adults.

Neither adult, on the arrival of the 21st century, seemed to be talking very much to the other. By the year 2000, Lebanon Valley College no longer had conference-elected trustees; therefore, the need for conversation between parties on the matter of trusteeship ceased.<sup>xxiv</sup> The conferences no longer had the College president make a report on the state of the College at their annual meetings. At the formation of The United Methodist Church, the Central Pennsylvania and Eastern Pennsylvania Conferences had talked of a Regional Commission on Higher Education. A coordinating committee of five educational institutions (including Lebanon Valley College) and three conferences was initiated, but this group ceased to exist well before the year 2000, as did occasional meetings of the College of Bishops with the college presidents. The church and the College had become like distant cousins who, as the College's sesquicentennial concludes, seldom talked and rarely thought of one another. There are reasons for this distancing. An erosion of interest on the part of



*Annville United Methodist Church partnered with the College to host services and classes.*

the church toward the College is a factor. Through much of the United Brethren era, the College was the only college of the church in Pennsylvania. There are now four United Methodist colleges within the boundaries of the Susquehanna Conference and Eastern Pennsylvania Conference. Interest was no longer focused on one institution of higher education. Once, Lebanon Valley College had been the primary center for the training of ministers and church leaders. This has gradually changed. More and more of the church's youth attend public institutions. With fewer United Methodist youth attending the College, interest on the part of the church has lessened. There had been a time when the church had the energy and resources to sustain the College's development, but this is no longer the case. The church is dealing with issues such as an aging membership, a slow decline in numbers, and financial limitations. It is these matters and not the College that are the focus of church attention.<sup>xxv</sup>

The maturation of Lebanon Valley College is another factor in this distancing. As the College matured, it required resources and leadership beyond which the church was able to provide. This led the College to become more independent of the church. With independence, the College began defining itself, choosing its own presidents, and cultivating a constituency of support beyond the church. It became immersed in the collegiate universe, and a professional distancing took place. The College and church developed their own quasi-professional networks of expertise.<sup>xxvi</sup> All of which resulted, some 40 years into the United Methodist era, with the College and church becoming distant to each other.

This distancing has not meant that the imprint of the church is absent from the College. The United Brethren parents, who in the late 1860s sent the first students to Lebanon Valley College, did not have in most cases the benefit of a college education themselves, but they wanted their children to be included at the table of learning. The anticipation was that those who sat at this table would do so in an atmosphere in which there was a vibrant religious life and training for service to the world.

Today, a significant portion of each entering class at Lebanon Valley College come from households where parents have not attended college, but who want their children to have a place at the table of higher education. Lebanon Valley College students discover, on their arrival, that a vibrant religious life is very much alive on the campus. In 2011, 22 percent of all students were participating in some aspect of the campus religious program.<sup>xxvii</sup> There are worship opportunities each week in which the Christian story is central. Numerous Bible study groups and support groups meet regularly. Service opportunities abound.

The story of the relationship between the church and Lebanon Valley College is a story of change. The College is no longer a dependent child, and the church is no longer a controlling parent. The relationship is between two full-fledged adults. Unfortunately these adults, like distant cousins, seldom talk and so rarely think of one another that the reasons for their having conversations are not as clear as they once were. Thankfully, the church has a system in place to conduct decennial reviews, and at the most recent one in September 2013, church officials met with College administrators, faculty, and students over a period of several days to discuss common goals and emphases. Such dialog is invaluable for there to be “a new and ever more inspiring future” for the church and College relationship.<sup>xxviii</sup>

## Chapter 13 Endnotes

- <sup>i</sup> This essay is adapted from an article of the same title by J. Dennis Williams in *Methodist History* (Madison, N.J.: General Commission on Archives and History, The United Methodist Church), January 2004, Vol. XLII, No. 2, 98–109.
- <sup>ii</sup> *Lebanon Valley College Undergraduate and Graduate Catalog*, 2002–2003, 3.
- <sup>iii</sup> *Minutes of the East Pennsylvania Conference*, 1880, 17.
- <sup>iv</sup> A copy of the *Confidential Circular* is to be found in the College archives.
- <sup>v</sup> *Minutes of the East Pennsylvania Conference*, 1866, 15.
- <sup>vi</sup> *Lebanon Valley College Catalog*, 1933, 5.
- <sup>vii</sup> *Minutes of the East Pennsylvania Conference*, 1900, 20.
- <sup>viii</sup> *Confidential Circular*.
- <sup>ix</sup> Wallace, *Lebanon Valley College*, 201.
- <sup>x</sup> *Minutes of the East Pennsylvania Conference*, 1948, 52.
- <sup>xi</sup> This information is from the handwritten minutes for April 7, 1908, of the Lebanon Valley College Executive Committee.
- <sup>xii</sup> A description of the fire can be found in *The Annville Journal*, December 31, 1904, 1.
- <sup>xiii</sup> This story was told to me by Dr. Howard Applegate, a Lebanon Valley College professor *emeritus*.
- <sup>xiv</sup> The General Conference of the Evangelical United Brethren Church spoke of “a responsibility on the part of the Church for her colleges.” *Official Proceedings of the Thirty-Eighth Session (Third since Union) of the General Conference of the Evangelical United Brethren Church* (Harrisburg, Pa.: The Evangelical Press, 1954), 265.
- <sup>xv</sup> The influence of the church was seen in the composition of the Board of Trustees and in the selection of the College president. Except for the alumni trustees, all trustees continued to be elected by the cooperating conferences. Half of the trustees were Evangelical United Brethren ministers. Though the College president during much of the Evangelical United Brethren era, Dr. Frederic Miller, was not an ordained minister, he was a respected leader in the church and the son of a prominent United Brethren in Christ clergyman.
- <sup>xvi</sup> This comes from *Fund Raising Report of Lebanon Valley College* that is found in the College archives.
- <sup>xvii</sup> The General Conference discussion of the social program of the colleges is from *Official Proceeding of the Thirty-Ninth Session (Fourth since Union) of the General Conference of the Evangelical United Brethren Church* (Dayton, Ohio: Otterbein Press, 1958), 454–455.
- <sup>xviii</sup> The financial figures come from reports of the College treasurer that are found in the College archives.

<sup>xix</sup> This material is taken from the September 9, 1961, minutes of the Committee on Policy and Program.

<sup>xx</sup> The information regarding the formation of The United Methodist Church is from John G. McEllhenney's "The Four Tides of United Methodism," *200 Years of United Methodism; An Illustrated History* (Madison, N.J.: Drew University, 1984), 70–71.

<sup>xxi</sup> *Lebanon Valley College Catalog*, 1970–1971, 111–113.

<sup>xxii</sup> See *The Plan and Basis of Union for the Eastern Pennsylvania Conference*, 31.

<sup>xxiii</sup> This account is based on conversations with President John Synodinos, Rev. Dale Owens, who was the conference treasurer, and Dr. Howard Applegate, professor *emeritus* of history, who was present at the meeting.

<sup>xxiv</sup> In 1989, the College moved from conference-elected trustees, who represented the church, to all trustees being elected by the College Board of Trustees as trustees-at-large.

<sup>xxv</sup> The erosion of interest has taken place in other denominations. See Merrimon Cumming, *Uneasy Partners: The College and Church* (Nashville: Abingdon Press, 1994).

<sup>xxvi</sup> For a more detailed exploration of the effects of professionalism on the church and college, see Russell E. Richey, "Connectionalism and College," *Quarterly Review*, Winter 1998, 346–350.

<sup>xxvii</sup> The information regarding religious life on campus comes from a 2011 interview of the College chaplain, Dr. Paul Fullmer. There are five foci to the religious program: worship, study groups, performance groups, service, and fun.

<sup>xxviii</sup> "A new and ever more inspiring future" are words of Judge J.B. McPherson. They were uttered on June 15, 1892, at the 25th anniversary of the College.





*Peace Garden*

# Chapter 14

## *The Mute Stones Speak: A Brief Architectural History of Lebanon Valley College*

G. Daniel Massad

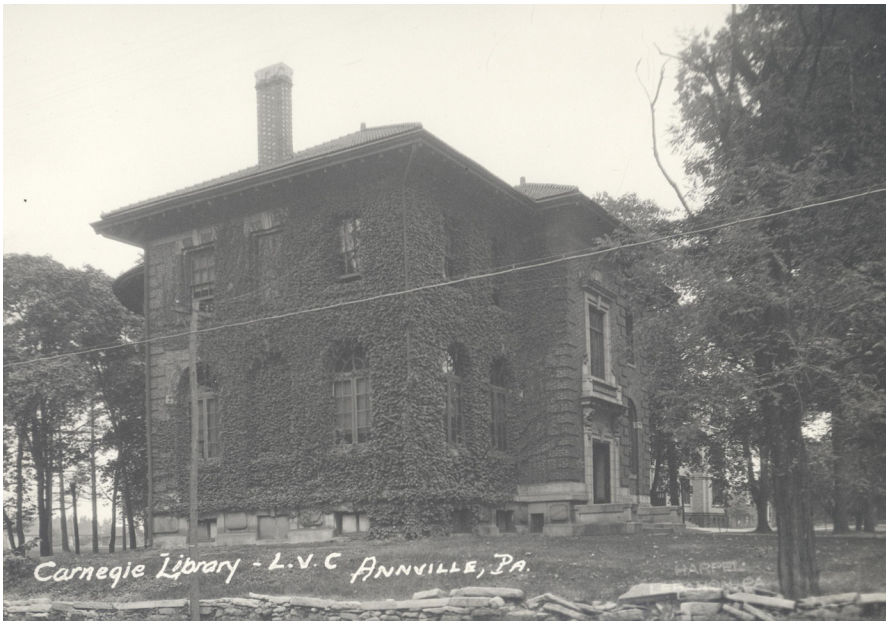
### I

If you think of architecture as a kind of visual memory for a community, then it is safe to say that all alumni who graduated from Lebanon Valley College before 1905 would experience something akin to amnesia if they were to make a ghostly appearance at a present-day reunion. Not one existing structure on campus would jog their memory, because all of Lebanon Valley College's 19th century buildings have been leveled, moved, or destroyed by fire.<sup>i</sup>

The College's first home was a hand-me-down—a three-story square box with a cupola built in 1857–1858 and bought from the Annville Academy in 1866, the year the College was born. It was located in what is now a bit of “green space” between Maud P. Laughlin Hall and the Annville United Methodist Church. In 1867, the College bought land that included its first campus—the eastern half of what is now called the Academic Quad—and it built on that land its first new building. “New College,” or “Penitentiary Hall” as students dubbed it, contained classrooms, administrative offices, a men's dormitory, a bell tower, and even an elevator. It was a grand building for a brand-new college, although perhaps not quite as grand as the drawing in the 1867–1868 *Catalogue* suggests. But its entire footprint, including its 1890 north wing, now lies underneath the foundation of the Administration Building/Humanities Center.

A modest frame structure was built in 1883 to house the natural sciences, music, the fine arts, and the library. It was moved off the quad to make way for Engle Hall, which was built beginning in 1898 for the College's Conservatory of Music. Freshmen entering as late as 1971 would recognize Engle Hall—a monumental brownstone with classical porches—but in 1973, Bertha Brossman Blair Music Center took its place.

In 1905, the College awarded degrees to the first graduating class who would have been able to recognize today at least one architectural survival from their days on campus. The Carnegie Library, begun in 1904, was the second of six



*Carnegie Library*

structures built during the presidency of the charismatic and controversial Hervin Ulysses Roop [1897–1906]. Searching for funds to support his vision of an expanding campus and student body, Roop boldly—and perhaps naively—applied to the Carnegie Foundation for a gift toward a library. Up to that point in the foundation’s history, library bequests were given only to towns and cities, and requests from colleges and universities were routinely refused.<sup>ii</sup> But Roop persisted, and the College ultimately received one of only 108 libraries given to North American schools. Roop even managed to elicit another \$5,000 above the original grant, without which, he wrote: “...the building would suffer much in beauty.” Roop successfully argued that the beauty of a building is an important tool for “cultivating the aesthetic sense.”<sup>iii</sup>

It is useful to remember that Carnegie libraries were neither free nor cut from the same pattern. Recipients were required not only to come up with matching funds, but also to secure their own professional architects. Although the general arrangement of the Lebanon Valley College library had to conform to up-to-date standards for library planning (hence, the semi-circular stack area on its west end), its overall design, materials, and ornamentation were placed in the hands of Abner A. Ritcher. Born in 1872 in North Annville Township and trained as an architect in Lebanon, Ritcher began a prolific architectural practice in 1900 that would expand into the mid-Atlantic region.



A master of several historic revival styles, Richter also contributed to what came to be known as the American Renaissance, an era of building design and city planning—roughly from 1876 to 1917—that used the visual grammar and compositional principles of the Italian Renaissance as its touchstone in order to create “a whole new form of American art.”<sup>iv</sup> Richter’s library—in its details, symmetry, and careful balance of its many parts—belongs to that impulse. But other stylistic features give it an unexpected lightness of touch: the deep Craftsman-style eaves, the Arts and Crafts script over the door, and the Dutch bond pattern in its dark red brick, which alternates a matte with a high-glaze surface. The overall result is a formal composition of mass and detail with a delicate sparkle and warmth that declares its independence from European precedent.

How or why the College chose Richter for the Carnegie project is unknown. But it is clear that even the elegant and state-of-the-art plans for the library could not change the fact that the Lebanon Valley College campus was still, almost four decades after its birth, a hodgepodge of buildings from different eras, not an ensemble. Change would begin, suddenly and violently, on Christmas Eve 1904, when “New College” was destroyed by fire.

Less than three weeks later, on Jan. 12, 1905, the College’s executive committee made a decision that would radically alter Lebanon Valley College’s built environment. Richter, whose Carnegie Library had not yet been completed, was hired as the sole architect of a cluster of new buildings— “an administration building, a boy’s dormitory, a science hall, and a central heating and lighting plant.” That list would later be revised to also include a women’s dormitory and a gymnasium. For the first and only time in its history, the majority of the structures that house the full spectrum of life at the College would be the product of the experienced imagination of one architect. The result would be a family of buildings grouped in a cohesive arrangement, each one unique, but all of them talking to one another in the same language.

Was this Roop’s vision from the beginning? Was he, as some believed, responsible for the fire and the influx of insurance money into his building fund? We will never know. All accusations against him were dropped after his sudden resignation in 1905, and the Board of Trustees formally praised him, at least on paper, for “...a handsome group of modern university buildings nearly completed.”<sup>v</sup> The new Administration Building, in a hybrid style called by the press “Tudor Gothic and Cambridge,” opened in 1907. It was quickly followed by a men’s dormitory in the “Oxford-Cambridge” style (later called Kreider Hall, razed and replaced by the Garber Science Center in 1982) and a women’s dormitory in the “Elizabethan” style (North Hall, later called Keister Hall, razed and replaced by Frederic K. Miller Chapel in 1966). The central heating and lighting plant, still sitting squarely on the south edge of the Academic Quad, was sheathed in a lively Dutch bond brick pattern that connected it visually



*Administration Building/Humanities Center*

with Carnegie, Kreider, and Keister, and its Dutch gable repeated the gables of the Humanities Center. Science Hall<sup>vi</sup> and Brightbill Gymnasium stalled under construction, their costs exceeding the funds that poured into the College after the fire. But Ritcher's campus, dubbed by the Lebanon Daily News as "a greater Lebanon Valley College," would serve its community well and strengthen its reputation without any major additions or subtractions for almost 50 years.<sup>vii</sup>



*Boys' Dormitory (until 1957), later Kreider Hall*



## II

With the post-World War II American economy and population booming, Lebanon Valley College found itself straining to serve the largest student body in its history thus far. Ritcher's nest of buildings—well-worn on the inside, dense with ivy on the outside—could barely contain their new brood. Under Presidents Clyde A. Lynch [1932–1950] and Frederic K. Miller [1951–1967], new land was acquired, seven new buildings were built, and the Kreider Manufacturing Co. building (now Derickson Hall) was purchased and transformed into Science Hall.

1950 saw the first addition to Ritcher's core: the Lynch Physical Education Building (now Clyde A. Lynch Memorial Hall). In 1957, the campus was noisy with hammers and busy with new dedications: Mary Capp Green Hall, College Dining Hall (now the south half of the Allan W. Mund College Center), and the Gossard Memorial Library (whose structural skeleton supports the Vernon and Doris Bishop Library). The opening of Vickroy Hall in 1961 and Hammond Hall in 1965 completed the first incarnation of the newly envisioned Residential Quad, north of Sheridan Avenue.

The addition of the Gossard Library made way for the interior reconfiguration of the original Carnegie Library into a student/faculty center, its exterior shell left intact. The decision to preserve the exterior was far from unanimous.<sup>viii</sup> “Adaptive reuse” of historic architecture was not as common in the 1950s and 1960s as it is today, and voices were raised in favor of leveling Carnegie.



*Allan W. Mund College Center*



*Gossard Memorial Library*

The decision to jettison Richter's pre-World War I architectural vocabulary in the design of all of the College's new structures met with strong support. Post World War II America was in the process of fully engaging with the new aesthetic principles of Modernism, which rejected all past historical styles and embraced simplicity, straight lines, limited ornamentation and color, and, of course, significantly lower construction costs. The plain shoebox designs of the new Residential Quad, Gossard Library, and Clyde A. Lynch '18 Memorial Hall (before its redesign in 1989) were an integral part of a national trend that affected the built environment of almost every American city, town, and college campus. There were critics of this sea-change, but the majority of Americans were hungry for progress, eager to construct a brave new world out of freshly invented forms, and dismissive of all the trappings of the European past. It wasn't just that Richter's designs—labeled “modern” in their own time—now seemed dated, unadventurous, or merely quaint. To many people, at the extreme end of the pendulum's swing in taste, they were simply ugly. Modern architecture's “International Style,” as it was first called in 1932, constituted a new kind of formal beauty.

It has been argued that this culture shift was a form of culture war. Modernism's proponents were not only building on previously undeveloped land, but they were aggressively crowding their sleek forms against surviving relics of all those 19th century historical revivals. Many went one step further—leveling those revivals and building anew on their sites. Against this background, and keeping in mind the College's long-range plan to separate its academic and residential functions, it is not surprising—even if we nostalgically regret it—that Miller's administration was the first to take that final step in self-transformation: the removal of a historic building.

Keister Hall (once Ladies Hall) was leveled in 1965 and replaced in 1966 by Miller Chapel. Although the chapel's usefulness was questioned at the time by many members of the faculty, its design and the loss of Keister caused only a few ripples of discontent—possibly because its architect, Howell Lewis Shay, took the middle ground. Stylistically, the chapel is modernism's take on the 19th century Gothic Revival church. Shay translated the curved and pointed arch that has come to symbolize Gothic architecture into the pure straight lines favored by the new International Style. Although its sharply contrasting lights and darks bespeak the mid-1960s, the peaks and triangles that march across it echo the gable of the Humanities Center's west roof line, and its bold mix of materials, textures, and colors are a reminder, however distant, of Ritcher's elaboration of the American Renaissance style.

Under Frederick P. Sample's leadership [1968–1983], Silver and Funkhouser halls were added to the growing list of dormitories. The College Dining Hall was expanded into the Mund College Center. A pedestrian bridge was built over the railroad tracks to connect the main campus with playing fields on tracts of land acquired between 1945 and 1970. And three more historic buildings were demolished: Kreider Hall, Engle Hall, and the Annville Academy building.

Alumni from the 1950s still vividly recall the battered interior of the men's dormitory, Kreider Hall, and the slimy floor of its cave-like basement showers.<sup>ix</sup> Repair and renovation expenses exceeded Kreider's usefulness, and it was replaced in 1982 by the original Garber Science Center, a windowless monolith visually softened by the play of off-white stucco against red brick. In a game of musical chairs, the Music Department moved temporarily into the old Science Hall and the church north of it (a College purchase in 1971), while Engle Hall came down, and the Bertha Brossman Blair Music Center went up.



*Bertha Brossman Blair Music Center*

Perhaps no one really missed Engle's overcrowded classrooms and its clanking chorus of radiators during winter concerts and theater performances, but the new occupants of Blair would miss Engle's many windows, and alumni recall the beginning of a mood of regret in the face of the loss of so much architectural memory. That mood turned to protest, on and off campus, when the Sample administration decided in 1976 to abandon and level the College's original home, the Annville Academy building on Main Street, again because of the expense of renovation and the burden of upkeep.<sup>x</sup> The loss of the Academy, which had endured many phases of adaptive reuse in its 125-year history, would constitute a wake-up call for both the College and the town. The founding of the Friends of Old Annville in 1979 and the successful bid, also in 1979, to designate Annville's Main Street a National Historic District began to take root in this controversial moment in town/gown relations.<sup>xi</sup>

### III

There are times when the arc of history seems to move in a spiral. By the mid-1980s, Lebanon Valley College had come to resemble, in several important ways, the college it was before the 1904 Christmas Eve fire. Its campus was again a motley crew of buildings from different eras without a common visual vocabulary. From inside Blair's floor-to-ceiling lobby windows, an elegant panoramic view was framed of the Academic Quad—from the north end of the Humanities Center to the square-cut front of Clyde A. Lynch '18 Memorial Hall. But from across the campus, Blair and Humanities looked like sworn enemies without a word to say to one another. Even James W. Buchman's 1977 outdoor sculpture "Arkabutla"—despite its nod to ancient architectural forms—could not broker a rapprochement between the coolness of Blair's strictly a-historical solid geometry and the warmth of Ritcher's Humanities Center, with its witty hybridization of several historical revivals.

"Only connect," wrote E.M. Forster in the novel *Howard's End*. But how could the College connect with a new generation of students? And, through its built environment, how could it declare its highest intentions and weave its past into its future?

To President John A. Synodinos [1988–1996], those questions were inter-related. "It is the trustee's goal," he said in a 1989 interview, "that the look and feel of the physical plant be a reflection of the high order of academic life...at LVC."<sup>xii</sup> And that upgrade, he urged, would attract new students and nurture the lives of everyone touched by it. This argument is very close to the aesthetic philosophy underpinning the growing edge of American architecture ca. 1900, whose practitioners, including Ritcher, believed that the physical worlds we build for ourselves exert a powerful influence for the good on our intellectual,



emotional, and spiritual lives. President Roop expressed this same belief when he urged the Carnegie Foundation in 1904 to underwrite the physical beauty of the College's new library.

But definitions of beauty change from generation to generation. The juggernaut of the lean International Style had lost its impetus, and postmodernism was in the throes of embracing bits and pieces of many earlier historical styles, with classicism at the top of the list. The pendulum was swinging, at least back to center, with ornamentation, pattern, legibility, a lightness of touch, and a wide palette of colors and textures returning to the architectural drawing board. "Less is more," the dictum of Mies Van der Rohe, one of Modernism's maestros, had already been dismissed in the late 1960s by the father of postmodernism, Robert Venturi, who quipped, "Less is a bore."<sup>xiii</sup>

As a result of these shifting aesthetic standards and a new administration, Lebanon Valley College's entire physical plant underwent a wide range of changes. Buildings were painted and tuckpointed. A major landscaping project removed old growth, planted new trees and shrubs, and built beds of flowers. Power lines were buried, and a premodern entrance gate was added where Route 934 and Sheridan Avenue cross, as a bookend to the 1914 gate on the east edge of campus. Street lamps, also premodern in design, appeared in both quads, which were now crisscrossed with a web of concrete walks that replaced old macadam or footpaths worn through the lawn.

The exterior renovation of Clyde A. Lynch '18 Memorial Hall was relatively subtle. Door surrounds were restyled, and a new glass-walled entrance welcomed visitors from the side facing Route 934, with a peaked top that echoed the new peaked pediment over the east entrance, which was itself a close relative of the triangles on the facades of Miller Chapel and the Humanities Center. The minor revisions of the Clyde A. Lynch '18 Memorial Hall exterior heralded the major transformation of the Gossard Library's square box into the multi-bayed Vernon and Doris Bishop Library, with more peaked gables on its campus side and an expansive rounded bay pushing out of its east side toward the semicircular west side of Carnegie—a new library in earnest conversation with an old library. Following Ritcher's lead, layers of different colors and materials wrapped the outer skin; "The Truth Shall Set You Free" was carved across the south facade; and an emphatic entranceway invited visitors to a front door sheltered under the newly minted Rismiller Tower.

Adjacent to the Rismiller Tower, Synodinos took a relatively small but irreversible step reminiscent of his predecessors and ordered the removal of a large piece of abstract sculpture—known on campus as the "bicycle rack." He replaced it with "Cuewe-Pehelle" by Audrey Flack, a nationally important artist in postmodernism's rebirth of realism.





*Suzanne H. Arnold Art Gallery and Zimmerman Recital Hall*

Other major changes under Synodinos were primarily internal. Derickson Hall was born out of the failure of the College's first for-profit subsidiary—the redesign of the old Science Hall into condominiums. The Gothic Revival church to the north of it was completely revamped, from its slate roof to its basement HVAC system. Under the careful guidance of the Pennsylvania Academy of the Fine Arts, the interior morphed into the Suzanne H. Arnold Art Gallery and Zimmerman Recital Hall. With the Edward H. Arnold Sports Center in place the year before the arrival of Synodinos, the bulk of Clyde A. Lynch '18 Memorial Hall—except for its central basketball court and basement locker rooms—was converted into much needed classrooms and offices.

Under President G. David Pollick [1996–2004], a wide concrete walk on the north/south axis of the main quad was created, leading to a postmodern revival of a 19th century gazebo, which was planted in front of the stark rows of mid-century modern windows of Mary Capp Green Hall. And to the east of Vickroy Hall, as envisioned by John Synodinos, a previously undeveloped and under-used space bloomed into the Peace Garden, with a lifelike bronze statue of “Hot Dog” Frank—a longtime local friend of several generations of students—quietly presiding over it.

Pollick energetically pursued the College's long-range goal of relocating the entire athletics program on land north of the railroad tracks. During that process, Pollick would also radically expand the College's fence line to the north,

on both sides of Route 934. A total of 65 acres would eventually contain the Heilman Center and the new gym [now Louis A. Sorrentino Gymnasium], both structures stylistically the result of a postmodern adaptation of rural architectural motifs. A small sea of landscaped parking lots was added, along with a network of concrete walks that connect them on the east with playing fields and more parking, and on the west with a gracefully sleek faux suspension bridge (Fasick Bridge) that spans Route 934 and serves as a path to the McGill Baseball Park, with its stylistic echoes of Chicago's Wrigley Field and the Roman Coliseum. The Rohland Farm buildings on the slope north of Heilman were also purchased, along with 107 acres of farmland, in part for the purpose of forestalling suburban development and maintaining a bond between the College and the lush farmland of the Lebanon Valley.

The Residential Quad also grew eastward, culminating in the Dellinger and Marquette halls complex, with its lively stepped facades, subtle variations in color and texture, and asymmetrical massing of forms that deftly strike a balance between old and new. By contrast, its “modern” neighbors seem slightly old-fashioned. A fountain in its modestly scaled central piazza privatizes the public space with a wall of soft sound—a trick the ancient Romans employed—and a wide concrete path runs 300 paces west of the fountain to the plaza adjacent to Mund. If the path is a string, its beads are the seven major dorms and the three residential houses that now constitute the full growth of the College's initial plan to separate its academic and domestic quads.



*“Hot Dog” Frank Aftosmes statue in the Peace Garden*

Pollick also fulfilled the previous administration's desire to integrate the two quads. Two blocks of Sheridan Avenue were widened into a boulevard. Trees and flowers were planted down its center, bump-outs were added, and crosswalks raised to the level of sidewalks became speed bumps. The effect was immediate. It is now possible for drivers, stalled on Sheridan Avenue, to watch, with whatever patience they can muster, Lebanon Valley College students slowly navigating the crosswalks, heads down, reading books or texting friends, oblivious to the wider world and utterly at home on a campus that now functions, at least experientially, as a unified whole.

The building of the new gym attached to the Heilman Center set the stage for the last phase of the renewal of Clyde A. Lynch '18 Memorial Hall: the creation of a common area out of its central basketball court and the final development of classroom spaces. Tono Architects' award-winning design of the Synodinos Commons is a vivacious, almost frenetic ring of premodern building facades turned outside in. An open-riser staircase swoops into its two-story atrium and roofs a stylish coffee bar below, ensiled on a bamboo floor. Even the vast concrete curve of its west wall suggests, in this context, just one more playful reference to a past historical style: retro-modernism.

Begun under Pollick, the commons was dedicated in 2005 by his successor, Stephen C. MacDonald [2004–2012], whose first major task was the complete overhaul of the Garber Science Center, a project in the long-range plans of his two predecessors and already in the design stage. "Have nothing in your house that you do not know to be useful, or believe to be beautiful," preached William Morris in the late 19th century. But by the beginning of the 21st century, the Garber Science Center could not be considered useful, beautiful, or even safe. Its renovation and expansion into the Neidig-Garber Science Center retained most of the original shell and floor structure, positioned a massive ventilation system on its roof, punched windows through its walls, and reconfigured its interior spaces. A new two-story, light-filled entrance angled out of its north side, inviting visitors into the center of the Academic Quad. Stripes of darkened brick added a subtle horizontal component that echoed the Bishop Library's echoes of the Humanities Center. The conversations between buildings seemed to be growing livelier.

From its founding, Lebanon Valley College has relied heavily on its nearest neighbors. Many private houses adjacent to campus have been absorbed by the College and renovated into offices and dorms, or leveled when they stood in the way of expansion. Fifteen homes from the 19th and early 20th centuries still function today as offices, student residences, and the Shroyer Health Center. Maintenance offices and shops now occupy the Rohland Farm buildings. The gradual post-World War II acquisition and preservation of most of the single-family houses on College Avenue has succeeded in creating a visual link be-

tween the College and the town, and it has also deepened the overall effect of the historic east end of the campus.

Early in the MacDonald presidency, the College decided to remove its presence from the north side of Main Street and sell its four houses between College Avenue and Route 934 to the Annville Economic Development Authority. That decision necessitated the building of Stanson Hall in 2009, the first new dormitory located outside of the original rectangle of the Residential Quad. MacDonald told Spillman Farmer, Stanson's

architect, that he wanted the structure to connect stylistically not only with the restrained postmodernism of the Bishop Library, but also with the premodern design vocabulary of the surviving domestic architecture around it. The result brings the College full circle. Stanson is the first completely new building on campus, the design of which intentionally pursues the interplay between historical detail and overall form, as well as the balance between variety and homogeneity that governs the composition of Ritcher's Carnegie Library.

This is the lesson to be learned from Ritcher's American Renaissance era and our postmodern era: sometimes we need to glance back to imagine our way forward. MacDonald's 2009 rededication of the newly revived Administration Building/Humanities Center underscores that lesson. The building's fenestration was returned to its original 1905 design, its mellow brick cleaned and repaired, and the broken bits of its terra cotta and stone ornamentation replaced. It cannot be a surprise that the College's first major restoration project of a historic building occurred under the leadership of a president with a Ph.D. in history. However, the College has never built its buildings in isolation, and its presidents have always charted its course through the crosscurrents of changing national taste and values.

If architecture is our community's visual memory, perhaps—as today's wind seems to be whispering—we need to treasure that memory. Doing so not to return to the lost past, which is impossible, nor to be bound by it, but to learn new lessons from our elders and their surviving monuments—lessons we cannot afford to forego. But sometimes we need to do more than glance back. We also need to reclaim what we can of our own cultural heritage so that it can continue to speak to us, to help us make those visual and visceral connections through time that uniquely enrich us, and to pass its provision on to the future.



*Shroyer Family Home: Today, it is the Shroyer Health Center.*



## Chapter 14 Endnotes

- <sup>i</sup> 112 College Avenue, a frame house in the Queen Anne style, was built in 1888 for Lebanon Valley College's fourth president, Edmund S. Lorenz. Two succeeding presidents, Kephart and Bierman, also lived there. Functioning as both a private home and as a gathering spot for students and faculty, it was aptly nicknamed "the president's house" in the College magazine, *The Forum*. But the property was owned privately by a member of the College's Board of Trustees, not by the College. The College purchased it in 1964, and the English Department was housed in it until 1996.
- <sup>ii</sup> The Carnegie Foundation gave a total of 1,679 libraries to North American towns and cities.
- <sup>iii</sup> The 1904 fire that destroyed the first Administration Building took a heavy toll on Lebanon Valley College's historical records, but Roop's correspondence with the Carnegie Foundation has been preserved in the foundation's archives.
- <sup>iv</sup> Richard Guy Wilson et al, *The American Renaissance, 1876–1917* (New York: The Brooklyn Museum, 1979), 167.
- <sup>v</sup> Wallace, *Lebanon Valley College*, 122.
- <sup>vi</sup> Wallace, *Lebanon Valley College*, 126. There is a puzzling inconsistency in Wallace's data. The executive committee minutes of January 12, 1905 state that Ritcher would prepare architectural plans for, among other buildings, "a science hall," but in the spring of 1906 Wallace reports (without indicating his source) that William Weikel described himself as both architect and contractor for the "abandoned Science Building." It is possible, of course, that Weikel co-designed the building with Ritcher.
- <sup>vii</sup> In 1912, the United Brethren Church of Annville dedicated its new Gothic Revival sanctuary at the corner of College Avenue and Main Street. It was designed by Abner A. Ritcher, according to the dedication program in the Lebanon Valley College archives ("College Church" file). The church was never owned by the College and clearly not designed by Ritcher as a part of the ensemble of College buildings it abuts. However, the College's compulsory chapel services were held there from 1912 until the dedication of Miller Chapel in 1966, and during that period Ritcher's United Brethren Church was known on campus as "College Church."
- <sup>viii</sup> From Clark Carmean H'85, in a conversation with the author.
- <sup>ix</sup> From Dr. Arthur L. Ford '59, in a conversation with the author.
- <sup>x</sup> *The Lebanon Daily News* of March 6, 1975, reported that Michael Schropp, president of the Historic Preservation Trust of Lebanon County, had written a letter to President Sample protesting the decision to demolish "South Hall," as the Annville Academy building was then called. Schropp referred to the demolition as a "drastic measure which I believe would greatly damage LVC's historic identity."
- <sup>xi</sup> From Tanya Richter, in a conversation with the author.
- <sup>xii</sup> *The Valley*, Summer/Fall 1989, 2.
- <sup>xiii</sup> Wendy Steiner, *Venus in Exile: The Rejection of Beauty in 20th Century Art* (Chicago: University of Chicago Press, 2001), 117.





*Jeanne and Edward H. Arnold Health Professions Pavilion, opening in 2018.*



# Chapter 15

## *This Ringing Song We Raise: Music at The Valley*

Mark L. Mecham

We shall not cease from exploration,  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.

—T.S. Eliot, *Little Giddling*  
from *Four Quartets*

On Oct. 27, 1990, I was to address the College's Board of Trustees as the newly minted chair of the Music Department. In preparation, I read the 1969 University of Michigan doctoral dissertation by Paul G. Fisher '47, *Music: A Dominant Force in the First Century of Lebanon Valley College*, and a Feb. 5, 1990, consultant report by Dr. Eileen T. Cline, dean of the Conservatory of Music at the Peabody Institute of Johns Hopkins University. I did so as an attempt to "know the place [that is, Lebanon Valley College] for the first time."

Following the resignation of Dr. Robert C. Lau '65, Dr. George D. Curfman '53 was appointed interim chair of the Music Department for the 1989–1990 academic year. During that year, Dr. Cline made a consultant visit to advise Dean William J. McGill and the Music Department faculty regarding possible futures for music at The Valley. Spring 1990 saw the retirements of Professor William H. Fairlamb and Dr. Pierce A. Getz '51,<sup>i</sup> as well as a national search for a new department chair, which resulted in my coming to the College.

Having studied the Fisher and Cline documents, I found myself haunted by the memory of former Valley music leaders—from Herbert Oldham, first director of the Conservatory of Music,<sup>ii</sup> to Ruth Engle Bender '15, Mary Edith Gillespie, and Robert W. Smith '39. Each visionary, in his or her distinctive way, led the "Conserv" and department to be "a dominant force" during the first century of Lebanon Valley College history.





*Dr. Mark L. Mecham*

## *The First Century*

Two of the original five founding professors in 1866 had music backgrounds: Miss Ella L. Walker and Miss Lizzie M. Rigler.<sup>iii</sup> In 1879, under the guidance of Miss Eurette A. Avery, teacher of instrumental music and voice culture, music was organized as a department.<sup>iv</sup> Plans for a Conservatory of Music were laid during the presidency of Edmund S. Lorenz [1887–1889], whose business interests included the Lorenz Music Publishing Company of Dayton, Ohio. In 1898, the Conservatory was founded and construction began on Engle Hall, a gift from Benjamin Engle, a Harrisburg contractor and College trustee from 1898 to 1911. It would be home to the new music unit for 73 years.<sup>v</sup> Herbert Oldham, a British-trained musician with additional studies in Frankfurt and Paris, was appointed the first director.

Music was a diploma program at The Valley until 1915, when the first bachelor of music degree was presented to Annville native Ora Belle Bachman. Alumna Ruth Engle Bender, who earned a bachelor of arts degree from LVC in 1915, went on to lead the “Conserv” from 1924–1930. It was during her leadership that the degree in music education was developed.<sup>vi</sup>

The Valley Music Education Program came to fruition in 1932 with an application for accreditation that was viewed so favorably by the State Department of Education and its visiting team that The Valley was authorized to both certify music teachers and to prepare music supervisors.<sup>vii</sup> This accomplishment was a first among many during the administration of Mary E. Gillespie, who came as director of the Conservatory in 1930 and continued in that capacity until an illness in the 1956–1957 academic year.<sup>viii</sup>

Another highlight of the Gillespie years was the accreditation of the music degree programs by the National Association of Schools of Music [NASM] in 1941.<sup>ix</sup> The original certificate of accreditation is displayed outside the chair’s office in Bertha Brossman Blair Music Center. The certificate was signed by Howard Hanson, then NASM president, as well as director of the Eastman School of Music and one of America’s great composers. Dr. Hanson returned to The Valley on Feb. 16, 1975, to give the dedication address for the newly completed Blair Music Center.<sup>x</sup> Founded in 1924, NASM accredits more than 600 college and university undergraduate and graduate music programs nationwide.<sup>xi</sup> It is a tribute to Miss Gillespie, the faculty, “Conserv” students, and the administration of President Clyde A. Lynch [1932–1950] to have achieved this recognition, which has been maintained for the past 75 years.

Stories of Miss Gillespie’s leadership and leadership style are legend. They are as numerous and varied as the number of colleagues and students who knew her. It is not an overstatement to say that she was beloved, and in 1995, the Presser-





(c.): Mary E. Gillespie, Director of the Conservatory, 1930-1957

Gillespie Music Technology Center (formerly the piano lab) was named in her honor. Much of what music is today at LVC can be directly attributed to Miss Gillespie's foresight, persistence, integrity, expertise, and dogged determination.

## *Since 1966*

Engle Hall was demolished in the fall of 1972 to make way for music's new home. During the 18-month construction process, the faculty, staff, and students were dispersed to the old men's dormitory and to facilities on the west side of Route 934: the old Science Hall (now Derickson Hall A) and two former Lutheran churches (the one now the Suzanne H. Arnold Art Gallery and Zimmerman Recital Hall, and the other replaced by the parking lot north of the Fencil Building). In the December 1972 edition of *The Review*, the lead story was titled "Department Without A Home." The story featured a cover photo of a group of student musicians practicing outdoors on the site of "Old" Engle Hall.<sup>xii</sup>

A monument to the leadership and vision of Robert W. Smith, Blair Music Center—named in honor of trustee and businesswoman Bertha Brossman Blair—was 15 years in the planning. First conceived during the presidency of Frederic K. Miller [1951–1967] and brought to reality by President Frederick P. Sample [1968–1983], Blair Music Center is a testament in brick, mortar, concrete, glass, and steel to the vital role of music in The Valley experience. The new center for music was occupied on Oct. 14, 1974, and dedicated on Feb. 16, 1975.<sup>xiii</sup>



The dedication included four days of music performances by College ensembles and guest soloists, the Curtis String Quartet, and two performances by the U.S. Army Band and Chorus. The service of dedication included a commissioned work by Vaclav Nelhybel, *Psalm 150*, performed by the LVC Concert Choir and Brass Ensemble, with the keynote address presented by Howard Hanson. The final performance featured the LVC Jazz Ensemble and Studio Orchestra, led by trustee Walt Levinsky '51, with guest jazz pianist Dick Hyman, who performed his composition *Concerto for Piano and Orchestra*.<sup>xiv</sup> At the time of dedication, there were 190 students in the Music Department who were served by 14 full-time and 10 part-time faculty members.<sup>xv</sup>

One of the distinctive features of the new center was a master recording complex. *The Review* of January 1975 included a photograph of Professor Frank E. Stachow at the central master control.<sup>xiv</sup> In addition to founding the Clarinet Choir in 1958—an LVC tradition that continues to this day—Stachow was fascinated by electronic music and the impact of new technologies of music teaching and learning.<sup>xvii</sup> In 1981, a sound recording technology program was piloted as an independent major. In 1983, it became a degree program, boldly putting Lebanon Valley College at the forefront of the music technology movement. John J. Uhl '79, director of media services, was the primary instructor in the new program. By 1993, the program grew to the point that a full-time director was hired, Professor Barry Hill, and the program was renamed music recording technology. In 2011, it had become the second largest program in the department. Many of these programmatic initiatives occurred during the leadership of Dr. Robert C. Lau '65.<sup>xviii</sup>

### *By their fruits...*<sup>xix</sup>



*Ruth Engle Bender, Class of 1915*

The headlines reveal the story: *David Tobias, Oakcrest High School's band director for 47 years, prepares for his final spring concert, and after 47 years as Oakcrest's maestro, Tobias looks forward to a grand finale.*<sup>xx</sup> David A. Tobias '59 became an instrumental music educator at Oakcrest High School in Mays Landing, N.J., in 1964 and founded the Marching Ambassadors that fall. He arrived at Oakcrest after two years of teaching in the Northern Lebanon School District, where he taught elementary and junior high

school instrumental music, and assisted Harlan A. Daubert '49 with the high school marching band. This was followed by two years at Teachers College, Columbia University, where Tobias earned the master of arts degree in music education and music performance, and studied with percussion legends Saul Goodman and Morris Goldberg at Julliard.

Tobias is representative of Valley music graduates. In 1955, there were not many college music schools in the region. You could choose “huge or intimate,” a phrase Tobias still uses to describe college music options for interested students seeking his advice. He chose intimate. Matriculating at Lebanon Valley College allowed the young David to be a “weekender,” returning home to play gigs with the Wes Fisher Orchestra and other groups and to make some good money.

David's mentors at The Valley included Miss Gillespie, Mrs. Bender, James “Doc” Thurmond, Mr. Smith, and Mr. Tom Lanese.<sup>xxi</sup> Tobias noted:

My weaknesses were in the areas of ear training and sight singing, especially diction and keyboard skills. I had many one-on-one sessions with Miss Gillespie, who taught me how to hear Perfect fourths, Major thirds, etc., whose teaching methods I use to this day with my own students. The same with Mrs. Bender [on piano] and Frank Stachow [ear training and sight singing and clarinet]. I was hot [stuff] on the drums, but I had to have a melodic instrument and clarinet it was. Tom Lanese taught me to be an orchestral percussionist. He was difficult to follow but he was incredibly musical. Doc Thurmond told me that ‘you come on really strong, and you gotta learn how to get along with others.’ I toured all four years with the band and choir. Bob Smith had me help with the percussion methods course. This was an area of strength, being able to diagnose and then fix problems, especially when student teaching at the Milton Hershey School.

These experiences were invaluable when Tobias went to Columbia in 1961, where he was a graduate teaching assistant, and throughout his lengthy teaching career.

On June 30, 2011, when Tobias' retirement took effect, he had completed 50 years of teaching, affecting three generations of students and more than 5,000 young lives. Tobias, with those who established The Valley's music reputation in previous generations, figuratively represents nearly 2,000 living music alumni. Their collective impact is exponential: from Irene Ranck Christman '39, who had a public school teaching career and became executive director of the Penn-

sylvania Music Educators Association for many years, to her classmate Robert W. Smith, who taught public school, chaired LVC's Music Department, and served as organist and minister of music at the First United Methodist Church of Hershey for more than 50 years.<sup>xxii</sup> Interestingly, LVC alumnus, Shawn Gingrich '90, '91 succeeded Smith at First United Methodist when Smith retired in November 1999.

The Schlosser sisters, Verna Schlosser Sollenberger '40 and Arlene Schlosser Keller '47, made distinctive contributions in their own ways: Verna at Annville-Cleona High School, where many Valley student teachers were placed, and at the Annville Church of the Brethren as choir director. Arlene had a multiple-choir program at the Midway Church of the Brethren for more than 50 years, and still works with a senior men's choir at the Brethren Village Retirement Community in Lititz, Pa.

Two Valley graduates served as back-to-back national presidents of The National Association for Music Education. Mary Eckert Hoffman '48, professor *emerita* of music at the University of Illinois at Urbana-Champaign and 1992 LVC Distinguished Alumna, was president from 1980–1982. Russell P. Getz '49, professor *emeritus* of music at Gettysburg College, served from 1982–1984.

Valley music alumni have been (and are) principal chair players in America's finest orchestras, performed in military bands and choruses, taught and been leaders in multiple colleges and universities, led professional music organizations, and authored books and textbooks. For example, David Willoughby '55 wrote one of the first world music texts, *The World of Music*, which is in its 7th edition. Music alumni are recording engineers, sound and graphic designers, lawyers, business owners and entrepreneurs, arts administrators, admission counselors, sound reinforcers, audio archivists, civic leaders, published composers, and arrangers. The list goes on and on. Their collective impact is ever expanding.

### *The widow's mite...*<sup>xxiii</sup>

In the mid-1990s, students in the Music Department were the direct beneficiaries of two remarkable estate gifts. The first of these endowments established The Clarence J. Demmy and Mildred E. Demmy Memorial Endowed Scholarship. Mrs. Demmy, a former Hershey Chocolate Factory employee who wrapped Hershey Kisses, passed away in January 1994. Her husband, Clarence, a plumber at Hershey Estates, died in 1982. The childless couple left \$309,460 to support scholarships for music students with disabilities. Her only connection to Lebanon Valley College was her regular attendance at Sunday afternoon concert events in Lutz Hall or Miller Chapel. Mildred, a resident of the United

Christian Church Home in North Annville, attended these recitals with area friends. Since 1996, dozens of students have benefitted from her generosity.<sup>xxiv</sup>

The second estate funded The Mildred E. Myers '30 Scholarship. Miss Myers, a resident of Palmyra, Pa., taught English at Annville-Cleona High School and was a lifelong church organist. Since 1997, her unexpected \$200,000 gift has made it possible for upper-division students to continue their music studies based on musical merit and contributions to the Music Department.

In 2006, The Burgner Endowed Fund for Chamber Music<sup>xxv</sup> was established. It funds an annual chamber music event or residency, an annual instrument repair and acquisition allocation, and an instrumental professorship. Lt. Colonel Newton M. Burgner '32 was a U.S. Air Force meteorologist and a lifelong church organist. Mrs. Adelaide Sanders Burgner '43, a violist, was the first female member of the Reading Symphony Orchestra. Both completed their post-military careers as math teachers in the Lebanon School District. They endowed two additional scholarships at LVC: The Newton and Adelaide Burgner Endowed Professorship in Music and The Burgner Musical Instrument Endowed Fund.

Since the mid-1990s, 28 music students each year have been recipients of Carmean Talent Awards, based on the excellence of the audition-for-admission (seven students per year retain the talent award based on progress toward a degree). D. Clark Carmean H'85 and Edna J. Carmean '59, H'85 came to The Valley in 1933. Dr. Carmean, who followed Professor Edward Rutledge as a high school music teacher in Neodesha, Kan.,<sup>xxvi</sup> was hired to teach string music education and orchestra. In 1949, Clark moved into administration, serving as dean and director of admissions until his retirement in 1972. Edna was a constant presence on campus as a student, writer, and historian. She collaborated with Professor Tom Lanese in the production of the 1966 centennial musical, *Sauerkraut and Boston Beans*, which was presented at the Hershey Theatre. In addition to the music student talent awards funded through The D. Clark and Edna J. Carmean Scholarship Fund and The D. Clark and Edna J. Carmean String Ensemble Scholarship, the Carmeans established the first endowed chair in the department—The Carmean Endowed Chair Fund—and secured a walnut Steinway D for the Lutz Hall stage.

The Presser Foundation has had a special relationship with music at The Valley since 1917, when the first Presser Scholarship was presented to Goodridge M. Greer '18. This award, recognizing the top academic student in music, has been presented each year for nearly a century. It represents one of the oldest supporting relationships in the College's history, second only to the relationship with The United Methodist Church.<sup>xxvii</sup> During the past 25 years, The Presser Foundation has sponsored four capital grants, one of which enabled the renovation

and renaming of the Presser-Gillespie Music Technology Center in 1995 and a major update of that facility in 2010.

These gifts are representative of the generosity of friends and alumni of The Valley, who enrich the lives of students through scholarship support, providing performance-quality instruments, band uniforms, choir robes, and other resources that enhance the educational mission of the department. They are examples of the power of endowments, gifts, and grants. They represent the generosity and foresight of those who feel inspired in meaningful ways to enhance in perpetuity, “This ringing song we raise.”

### *Full well we know...<sup>xxviii</sup>*

**I**n the address to the College trustees in October 1990, as the new chair of the Music Department, I shared these words from the Dean Cline report:

...in my experience, the best music teachers are those who are the best, most enthusiastic musicians who feel absolutely compelled to share the joy and insights that contribute so greatly to a stronger character, a keener perception, a more incisive intellect. They are the people who also have a broad enough understanding of world history and other factors in intellectual development that they know how to relate to children of all backgrounds and to adults who have not chosen to pursue music study in a concentrated way or who have not had the benefit of access to music training. Things will continue to change; so what is needed is good musicians who are well tuned to general liberal arts disciplines.<sup>xxix</sup>

And this, from a book by Henry Rosovsky, Harvard dean:

Money is a *sine qua non*....By far the most dependable indicator of [college] status is the faculty's excellence that determines nearly everything else: a good faculty will attract good students, grants, alumni and public support—and recognition.<sup>xxx</sup>

These observations by Cline and Rosovsky hold in them several keys to the past and future success of music at The Valley. In 1990, the College had 868 full-time students, 68 of whom were music majors. These majors, primarily in the Music Education Program, were served by seven full-time faculty, 10 part-time faculty, and one music staff person, who had the only computer resource in the department, an Apple IIe at her desk.<sup>xxxi</sup> Future generations of music graduates are likely to recall with affection and perhaps trepidation teachers such as



George D. Curfman '53, Philip G. Morgan, Robert H. Hearson, and Dennis W. Sweigart '63, among numerous others.<sup>xxxii</sup>

By 2011, the department had returned to 1975 strength, with 220 music majors served by 14 full-time faculty, 25 part-time faculty, and one-and-a-half office administrators. How did such a transformation come to pass? A relentless focus on student achievement has been key. This focus is visible in the time-intensive but personal audition-for-admission process. Foremost in this process is that of attracting and retaining a cohort of talented and committed students, coupled with a reaffirmation of the intimate character of The Valley music experience. Balancing a comprehensive liberal arts experience with demanding professional music programs is affirmed as a strength within the context of both the department and the College mission statements.<sup>xxxiii</sup>

A retrenchment was required during this transformation that included eliminating discipline-heavy bachelor of music degrees, followed by a focus on core programs: music education, music recording technology [now audio & music production], and the traditional liberal arts degree in music. This change was supported by a consistent marketing plan and focused communication with alumni and other friends of music. It was accomplished in a spirit of cooperation and collaboration between all of the constituent parts of the College. As the department grew, in the context of overall College growth, complementary programs were added: music business in 2000 and a summers-only Master of Music Education degree in 2001. Continuing generosity led to additional programming opportunities, including the national July 2004 *Mary E. Hoffman Symposium on Music Education: Inheriting a Legacy*, and the establishment of a Distinguished Artists Series in 2008. A strategic plan for the department was adopted in September 2008. It included the creation of Valley Musica: Friends of Lebanon Valley College Music.

In times of diminishing resources and increasing challenges, the value of what colleges such as The Valley offer is questioned and tested. To be tested and challenged are not new in the experience of Lebanon Valley College; indeed, they are a reality that has been faced time and again throughout the College's 150 years and are faced daily today. As in the past, "We shall not cease from exploration." The current challenges will be met with a ringing song of bold thinking, thoughtful planning, purposeful action, and wise optimism.

# Chapter 15 Endnotes

- <sup>i</sup> William H. Fairlamb was a member of the faculty from 1947 to 1990. Pierce A. Getz '51 was a member of the faculty from 1959 to 1990.
- <sup>ii</sup> The Conservatory of Music existed from 1898 to 1958. Oldham was director of the Conservatory from 1898 to 1908.
- <sup>iii</sup> Paul G. Fisher '47, *Music: A Dominant Force in the First Century of Lebanon Valley College*, (Doctoral dissertation, University of Michigan, 1969), 11–13.
- <sup>iv</sup> Fisher, *Music: A Dominant Force in the First Century of Lebanon Valley College*, 23.
- <sup>v</sup> Fisher, *Music: A Dominant Force in the First Century of Lebanon Valley College*, 38.
- <sup>vi</sup> Fisher, *Music: A Dominant Force in the First Century of Lebanon Valley College*, 65–68.
- <sup>vii</sup> Fisher, *Music: A Dominant Force in the First Century of Lebanon Valley College*, 73.
- <sup>viii</sup> Fisher, *Music: A Dominant Force in the First Century of Lebanon Valley College*, 177.
- <sup>ix</sup> Fisher, *Music: A Dominant Force in the First Century of Lebanon Valley College*, 120–122.
- <sup>x</sup> *The Review*, Vol. IX, No. 1, January 1975, 18.
- <sup>xi</sup> National Association of Schools of Music [NASM] website.
- <sup>xii</sup> *The Review*, Vol. IX, No. 1, January 1975, inside the front cover.
- <sup>xiii</sup> *The Review*, Vol. IX, No. 1, January 1975, 1, 18.
- <sup>xiv</sup> *The Review*, Vol. IX, No. 1, January 1975, 18.
- <sup>xv</sup> *The Review*, Vol. IX, No. 1, January 1975, 1, 11.
- <sup>xvi</sup> *The Review*, Vol. IX, No. 1, January 1975, 9.
- <sup>xvii</sup> Frank E. Stachow was a member of the faculty from 1946 to 1981.
- <sup>xviii</sup> Robert C. Lau '65 was a member of the faculty from 1968 to 1989. He chaired the Music Department from 1979 to 1989.
- <sup>xix</sup> “By their fruits” is a reference to Matthew 7:20.
- <sup>xx</sup> The material about David Tobias '59 is drawn from a 1985 Falcon TV interview posted on YouTube, January 19, 2011; *Shore News Today*, February 22, 2011; *Press of Atlantic City*, March 4, 2011; *Press of Atlantic City*, April, 10, 2011; a personal interview of David A. Tobias, June 8, 2011.
- <sup>xxi</sup> Ruth Engle Bender '15 was a member of the faculty from 1918–1922 and from 1924 to 1970. She was department chair from 1924 to 1930. James T. Thurmond was a member of the faculty from 1954 to 1979. Robert W. Smith '39 was a member of the faculty from 1951 to 1983. Thomas Lanese was a member of the faculty from 1954 to 1978.

<sup>xxii</sup> Robert W. Smith '39 was department chair from 1956 to 1979 and served the First United Methodist Church of Hershey from 1948 to 1999.

<sup>xxiii</sup> The widow's mite is a reference to Mark 12:42. It is a coin that was given by a nameless widow as a temple donation.

<sup>xxiv</sup> Lebanon Valley College *News Release*, January 11, 1995. *The Patriot-News*, Lebanon edition, January 30, 1995.

<sup>xxv</sup> Adelaide Sanders '43 and Newton M. Burgner '32, Music Department files.

<sup>xxvi</sup> Paul G. Fisher '47, *Edward P. Rutledge: Pre-eminent Professor of Music 1931–1954*, 18–20.

<sup>xxvii</sup> The Presser Foundation Grant Proposal, November 23, 2009.

<sup>xxviii</sup> "Full well we know the debt we owe to dear old LVC," is from verse 1 of the *Alma Mater*.

<sup>xxix</sup> Eileen T. Cline, *Consultation Report*, 4.

<sup>xxx</sup> Henry Rosovsky, *The University: An Owner's Manual* (New York: W.W. Norton, 1990), 228–229.

<sup>xxxi</sup> Music Department files, 1990–1991 Higher Education Arts Data Service Report.

<sup>xxxii</sup> George D. Curfman '53 was a member of the faculty from 1961 to 1996. Philip G. Morgan was a member of the faculty from 1969 to 2003. Robert H. Hearson was a member of the faculty from 1986 to 2007. Dennis W. Sweigart '63 was a member of the faculty from 1972 to 2011.

<sup>xxxiii</sup> *Music Student Handbook*, Fall 2010, inside front cover.



*Dr. Cynthia Adams '14, D'16*

# Chapter 16

## *From Belles and Lassies to the NCAA Final Four*

*Thomas M. Hanrahan*

The most recent period of women's athletics at Lebanon Valley College reveals tremendous success—as measured by participation in National Collegiate Athletic Association (NCAA) post-season competition—throughout the 12 women's intercollegiate sports. The field hockey program led the way with six NCAA post-season appearances, including a pair of final four finishes, followed by softball and basketball with five NCAA post-season tournaments apiece, including an elite eight appearance by basketball.

Volleyball competed in four consecutive NCAA tournaments, while soccer and tennis qualified and competed in NCAA tournaments for the first time in their respective program history during this period. Combined with individual NCAA participation by female student-athletes of the indoor track, outdoor track, and cross country teams, including the College's first-ever individual NCAA champion, Cynthia Adams '14, D'16 [800-meters], it is definitively the “Golden Age” of women's athletics at LVC.<sup>i</sup>

The success was a long time coming, however. “The principle of co-education of the sexes was adopted from the first by the founders of the college....”<sup>ii</sup> when it came to academics, but it did not apply to women's athletics. This paralleled events and policies nationally. There were “Play Days,” in which teams of women were picked randomly from the schools participating, and “Sports Days,” in which each institution played as a team in a roundtable tournament. But there was little else. LVC's female athletes faced difficulties being accepted as equals by their classmates, the media, and the public at large.

Until 1975, when women's lacrosse became the College's third overall sport for women<sup>iii</sup> and first-ever spring sport for females, the women's basketball and field hockey squads were primarily the College's sole feminine representatives in intercollegiate athletics.<sup>iv</sup> These two teams of pioneers spent decades being referred to with names ranging from “Dutchgirls,” “Blue and White Lassies,” “Blue and White Belles,” “Valley Gals,” and “Girl Dribblers,” to “Hockeyites,” “Hockeyists,” and “Hockettes.”





*1905 Women's Basketball Team*

You would expect an institution that from day one saw less distinction between the genders than was the traditional national norm to have varsity level athletics for women.<sup>v</sup> During the 1903–1904 academic year, basketball became the College's first women's varsity sport, though not initially intercollegiate—well before many of its competitors even considered the idea. During the same year, basketball became the third men's sport.<sup>vi</sup> After describing the genesis of sporting activities such as baseball, the College's oldest sport, and croquet and tennis, Edna Carmean wrote, “Basketball had a slower start....However, after Engle Hall, with its fine auditorium, was built in 1899, the olde chapel in the Main Building was converted to a basketball ‘cage.’ The rostrum and seats were ripped out and both men's and women's teams were organized.”<sup>vii</sup>

That inaugural women's team likely played under rules established by Senda Berenson of Smith College—the preeminent leader of women's physical education of the era—which called for a sectioned “three-court game with no dribbles, snatching the ball, or touching the opponent.”<sup>viii</sup> The team went a respectable 4-1 with wins over the Steelton High School Alumnae and Steelton High School itself.<sup>ix</sup> This lack of intercollegiate competition (two of the five contests were actually against the literary and music students), the 1904 fire, the fact that fewer women were enrolled at this time, and the College's severe financial difficulties<sup>x</sup> potentially explain why the sport disappeared for more than a decade after that first season.

Some women may have been discouraged from participating in athletics due to a not uncommon sentiment among their male classmates, one of whom published a poem with the following lines:

“...That the girls of the school,  
Began to play some Basket-ball,  
Just according to the rule...  
Why, to be sure they all would wear  
The abbreviated (?) skirt;  
Just something like the bicyclist,  
The girl you call a flirt...  
I am sure I would much rather  
My daughter to espy,  
If she were baking bread and cake,  
Or rolling out a pie...  
Oh, what is this world coming to,  
I wonder at this rate;  
Where shall an honest man now look  
To find his son a mate?”<sup>xi</sup>

Despite such attitudes, some female students remained athletically active.<sup>xii</sup> Women’s basketball, in an external sense, disbanded after its initial season and remained dormant at LVC until the 1914–1915 academic year.<sup>xiii</sup> In the interim, there were several unsuccessful attempts by the students to restart the sport, going so far as clearing an old tennis court of weeds and finding a coach. Nonetheless, women’s basketball did not officially return until after the construction of the Alumni Gymnasium in 1914, the College’s first gymnasium designed with basketball in mind.

The new gymnasium, built with \$5,000 in donations from alumni,<sup>xiv</sup> occupied the ground floor of the Administration Building and included plans for a never completed swimming pool. There were separate locker rooms for men and women, an apparatus room, a small oval track above the court, and shower baths.<sup>xv</sup> Women’s basketball returned, posting a 3-3 record with a win over the Hassett Club and a pair of wins over Moravian Church.<sup>xvi</sup> Intercollegiate competition was still hard to come by, a problem that would persist for many years, causing the women’s basketball team to play various area high schools, churches, regional chapters of the YWCA, women’s clubs, company teams, and hospital nurses during the following decades.

It was not until Feb. 25, 1916, that the LVC women’s basketball team faced its first intercollegiate competitor—Susquehanna University—and the Crusaders were the only intercollegiate team they faced in 12 competitions that season.<sup>xvii</sup>

LVC's team competed intermittently over the next decade or so<sup>xviii</sup> until a new interest in women's sports, physical fitness, and the arrival of field hockey on campus occurred. Other women's sports such as archery and tennis also began to increase in popularity toward the end of the 1920s.

By the time of the Great Depression, women's athletics at LVC had clearly begun to be perceived by both genders as beneficial to the College's reputation and prestige. Numerous yearbook biographies described female athletes in glowing and positive terms. More area colleges added women's basketball, enabling LVC to fill a schedule with more college than non-college opponents for the first time. Moreover, women's athletics was assigned its own budget line after previously being at the mercy of the overall athletic budget.<sup>xix</sup>

It was during this period that E. Winifred Chapman came to LVC. Though here for only about one year, coming to LVC from Swarthmore College, Chapman was the College's first director of physical education for women. She introduced field hockey to the students, installed an intramural program, and oversaw the school's first required exercise curriculum.<sup>xx</sup> Like her predecessors, she and her fellow coaches had difficulty scheduling intercollegiate contests for women. A yearbook editor showed appreciation for these difficulties, particularly for the sport of tennis, writing, "The greatest difficulty, no doubt, will be to schedule games, as colleges in this section of the country seem loath to innovate girls' tennis."<sup>xxi</sup>

These difficulties were happening nationwide. Also occurring among female physical educators was "the belief that women should not involve themselves in high-level athletics because doing so could easily lead to corruption as evidenced by the scandals which seemed to permeate men's competitive sports."<sup>xxii</sup> The era of Play Days, Sports Days, intra-murals, and Honor Teams or Honor Groups—rather than varsity teams—as the preferred "non-competitive" form of women's athletics was beginning.<sup>xxiii</sup> An attitude of providing athletic and physical activity for all women, not just the star athletes, would soon take hold at LVC as well as around the country.

In line with this philosophy, LVC's chapter of the YWCA created a Hiking Club that had 13 members and awarded "either a snappy numeral or pin" when a member completed 30 miles of hiking."<sup>xxiv</sup> "Hockey" also appeared in the yearbook for the first time with "a horde of young ladies wielding hockey clubs and frantically chasing their straying 'puks' almost every afternoon."<sup>xxv</sup> Women's basketball was listed as "Co-Ed basketball" in the yearbook.<sup>xxvi</sup>

Though entirely new to campus, field hockey was an immediate hit, with regularly scheduled interclass games occurring and plans to field an intercollegiate team.<sup>xxvii</sup> In 1933, due to the lack of an adequate home facility, the first

field hockey team competed in two away games, including a 1-0 loss to Juniata. Likely due to the aforementioned philosophy of female physical educators during this period, the women's basketball and field hockey teams did not compete in many intercollegiate contests annually, and single-digit schedules were the norm until the 1970s, with a few exceptions. They were, however, recognized annually at a separate banquet for women where players received athletic letter awards and were included in the yearbook, equal to the men, for the senior Best Athlete Award.<sup>xxviii</sup>

It was during the 1930s that former female athletes began to return to the College to assume leadership roles, and the College's first athletic association for women was organized.<sup>xxix</sup> Louise G. Fencil, who attended LVC and played basketball for two years before transferring to Temple University for a degree in physical education, became the College's second director of physical education for women and coached women's basketball and archery. Louisa Williams Yardley '18 became the first female alumni trustee in 1932–1933. Yardley, a former player on the women's basketball team, would remain on the board for most of several decades.<sup>xxx</sup>

Though the College first established a men's student organization for athletics in 1923, the "L" Club,<sup>xxxi</sup> it wasn't until the late 1930s that the women formed a chapter of the Women's Athletic Association (WAA), which operated under their national slogan, "A sport for every girl, and every girl in a sport." Whereas the men's association focused primarily on intercollegiate athletics and campus



*Archery Team, circa 1932*

social events, the WAA helped organize and oversee, primarily with student leadership, all physical activities for women on campus, including Play/Sport Days, intercollegiate athletics, intramural athletics, sports clubs, physical education, and exercise activities.<sup>xxxii</sup>

Things remained relatively unchanged until the advent of World War II allowed the women on campus to assume far greater ownership of and prominence in many of the College's clubs and organizations. Early membership in the WAA required 200 points that were gained by participation in various sports. By the 1940s, the point total required to earn an athletic letter award was raised to 650 and later to 1,000 points. Moreover, the awarding of points became far more selective. Despite these more stringent standards, about two-thirds of the women on campus were members of the WAA and eligible to earn the Gold "L."<sup>xxxiii</sup>

Field hockey retained its eminence as the most popular female sport, with more than 50 players competing many years and with two teams being formed in some.<sup>xxxiv</sup> Women's intercollegiate competitions, though on a limited scale due to gas rationing and other war restrictions, were held for archery, baseball, basketball, field hockey, table tennis, and tennis, with honor teams being selected for each.<sup>xxxv</sup>

After the war ended, another former athlete returned to coach at LVC,<sup>xxxvi</sup> and the school fielded its first-ever true female athletic star. Ernestine M.J. Jagnesak '38, a former basketball, tennis, and field hockey player at LVC, now married



*Field Hockey Team, circa 1930*





*Women's Athletic Association, circa 1940*

and going by the name Jackie Smith, returned to coach field hockey in the 1946 season. She would soon also become the coach of women's basketball and the College's first director of athletics for women. Smith mentored the College's first female star athlete, Jeanne Hutchinson Shonosky-Cass '52, who became the first woman inducted into LVC's Athletic Hall of Fame in 1982 as a member of the seventh class of inductees.

Under Smith's tutelage, Hutchinson, who also starred in basketball, led her field hockey teams to a combined record of 22-5 during her career. Her play drew national attention to LVC.<sup>xxxvii</sup> In 1950, Hutchinson was selected as a starter for the Central Pennsylvania Hockey Team that played in a tournament in Harrisburg. Her performance in that game earned her selection to the Mid-Eastern team for the national tournament in Rochester, N.Y. It was the first known post-season participation by an LVC female athlete. Her teammate, Mary Roper, was selected as a substitute.<sup>xxxviii</sup> Later that same month, Hutchinson and Roper, as well as two teammates, were chosen for the All-College team. Hutchinson was again selected for the All-Star team in 1951, and this time was named directly as a starter in the National Tournament, held in Boston, Mass.

This era of field hockey dominance was short-lived, however, as the team would have more losing seasons than winning ones during the next three decades. Basketball was to suffer a similar fate. This may have been because there was no organized conference structure for women's athletics and female athletic leaders themselves placed a greater premium on intramural competition over

intercollegiate athletics.<sup>xxxix</sup> It may also have been because there was no national or regional post-season competition until the early 1970s—when the Association for Intercollegiate Athletics for Women (AIAW) started offering post-season tournaments—or because the existing system at LVC was structured in such a way that men's sports were considered more important than women's.<sup>xl</sup> While each of the two main women's sports at LVC would produce individual star athletes, the fact that the Middle Atlantic Conference (MAC)—which the men had officially joined in the 1950s—had no comparable women's leagues or championships, undoubtedly held these programs back.

It was not until the 1970s and 1980s, due to the implementation of Title IX of the Education Amendment in 1972 and the many resultant lawsuits,<sup>xli</sup> that the MAC and its individual members began paying more attention to the women's athletic programs of its member institutions. Title IX would eventually lead to numerous improvements for female athletes, including increases in financial assistance, the number of sports offered, the number of female coaches, the number of female athletic directors and assistant athletic directors, game and practice uniform availability, meal money, travel assistance, access to trainers, and more. However, as was the case nationwide, it was a long and hard fought battle to achieve these gains in the MAC.

Just prior to the passage of Title IX, there were some male athletic directors in the MAC who were more supportive of women's athletics and their role in the MAC than their peers. In 1971, David G. Busey, athletic director at Lycoming



*Women's Lacrosse Team, circa 1975*



*Softball Team, circa 1984*

College, wrote the membership requesting a constitutional change that would allow female athletes to compete on men's teams in MAC events.<sup>xlii</sup> His proposal was defeated 32-1, but it did cause two conference athletic directors to propose and second that "the MAC encouraged schools to form separate women's athletic teams."<sup>xliii</sup>

Nonetheless, two years later, there was still debate over whether women should be allowed to compete on the same teams as men. Likely now feeling the pressure of Title IX, it was proposed in March 1973 that a committee be formed "to study the possibility of setting up separate competition for women within the M.A.C."<sup>xliv</sup> This too was defeated just two months later. Instead, in a move that did little to assist women's athletics, it was proposed and passed that the current eligibility rules be changed to delete the section that excluded women from MAC competition.<sup>xlv</sup>

Progress remained slow within the MAC, and by 1974 it was noted in a committee report that "the level of intercollegiate programming for women is still very limited; in season league play in either team or individual sports would be virtually impossible to implement on a league basis, however, there appears to be sufficient interest to warrant a MAC tournament for women in swimming, tennis, and basketball to determine a conference champion."<sup>xlvi</sup> This lack of true commitment led some of the member institutions, including Lebanon Valley College, to begin exploring the possibility of forming a separate, independent women's conference.<sup>xlvii</sup>





*2013 Volleyball Team*

Possibly in reaction to this interest in separating from the MAC, the athletic directors approved the Women's Intercollegiate Program and the establishment of MAC Women's Championships just a few months later. MAC tournaments, played under AIAW rules, were planned in women's swimming, tennis, and basketball—with only swimming actually being held that year.<sup>xlviii</sup> One male athletic director, unhappy with the slow pace of progress, presented three motions: to expand the number of championships to five and include field hockey and volleyball in 1975–1976; that each of the five championships be managed by separate committees with the “intent being to involve as many women as possible in the administration of these;” and that the MAC Executive Committee study the formation of a committee of women's athletic directors that would meet regularly to promote the development of women's athletics.<sup>xlix</sup>

At LVC, Betty Garman, a long-time coach and director of women's athletics, retired at the end of 1973. She was the last person to hold the position of director of women's athletics.<sup>1</sup> The All-Sports Banquet truly became so when the women were included for the first time. Dixie Drybread-Erdman '75 received the Kappa Lambda Nu Award and received the Co-Most Valuable Player Awards for Girls' Basketball and Field Hockey.<sup>li</sup> Women's basketball joined the Pen Mar League since the MAC did not have a league or tournament for women. Women's lacrosse, playing in the Central Penn League, was added as the third overall sport for women, enabling a female athlete the opportunity to compete in a sport during all three seasons for the first time.

After much debate and disagreement over who should have control over women's athletics, which national and regional associations to belong to, and which association rules to follow, the women eventually became full partners within the MAC.<sup>lii</sup> By the 1980s, there were six MAC championships for women and today there are 13, one more than the men.

The 1980s heralded a new era for women's athletics at LVC. Lou Sorrentino '54, who had coached football, baseball, and basketball since returning to his alma mater in 1971, was promoted in 1981 to director of athletics. During his tenure, which lasted until 2000, Sorrentino hired several coaches who would remain more than a decade and build their programs. He added to the number of women's sports, and most LVC women's teams became competitive forces in the MAC; all of which helped build the foundation for the successes of the past decade.

During his 20 years as director of athletics, Sorrentino hired, among others, now legendary coaches and athletic administrators Rick Beard '90, M'92, Mary Gardner, Stacey Hollinger, Brad McAlester, Jim Monos, Cliff Myers, Wayne Perry '78, and Kathleen Tierney, who would become the College's first female director of athletics after Sorrentino's retirement. Sorrentino also oversaw the addition of seven new women's teams: cross country (1983), softball (1984), outdoor track and field (1986), volleyball (1987), swimming (1989), tennis (1994), and soccer (1996). Beard succeeded Tierney as athletic director in 2007 and later reinstated lacrosse as an NCAA sport (2010) and added ice hockey (2016).

This extraordinary period of growth for women's athletics at LVC even surpassed national averages. To date, there are 51 women in the LVC Athletic Hall of Fame; women's athletics teams regularly win season titles and MAC tournament titles, are among the country's leaders in student-athlete academic success, and compete in the NCAA post-season—unarguably pointing to the fact that it is indeed the “Golden Age” of women's athletics at Lebanon Valley College.



*Crystal Gibson '05,  
2015 Athletic Hall of Fame Inductee*



## Chapter 16 Endnotes

- <sup>i</sup> Information on NCAA participation is courtesy of the LVC Office of Athletic Communications, former Director Tim Flynn '05, and GoDutchmen.com. Harry Speece, former assistant in the LVC Department of Athletics, provided extensive statistical and newspaper records for each of the women's athletic teams.
- <sup>ii</sup> *Fifteenth Annual Catalogue of the Officers and Students of Lebanon Valley College for the Collegiate Year 1880–1881* (Lane S. Hart, Printer and Binder, 1880), 35.
- <sup>iii</sup> Lonna Snavelly, "Newest Sport at LVC—Women's Lacrosse," *Lebanon Daily News*, April 15, 1975, 23.
- <sup>iv</sup> There are occasional references to women's archery and tennis competing against other colleges in the first half of the 20th century in the College archives, but no specific institutions or results were found.
- <sup>v</sup> LVC was ahead of many institutions of the day in graduating a female in its first class, having females on its inaugural Alumni Association, and having females, albeit ex-officio, on early Boards of Trustees or "incorporations." Marts & Lundy, Inc., *Survey of Lebanon Valley College*, December 1969; Wallace, *Lebanon Valley College*, 64–65; Ruth Evans Gerberich, *A History of The Alumni Association of Lebanon Valley College* (Published by The Alumni Association, 1966), 1; "Commencement Exercises at Lebanon Valley College," *The Lebanon Courier*, June 17, 1874; and *Lebanon Valley College Catalogue*, 1880–1881, 2.
- <sup>vi</sup> Wallace reports that "College athletics came very much alive under Dr. Roop [President Hervin U. Roop]. Basketball appeared in the 1903–1904 season." Wallace, *Lebanon Valley College*, 118–119. Also, the addition of men's and women's basketball was noted in *The Bizarre*, 1905, 101.
- <sup>vii</sup> Edna Carmean, "Playground Through the Years," *The Valley*, Fall 1988, 6. Carmean further noted that the great fire of Christmas Eve 1904 forced the sport off campus, because there was no room for a basketball cage in the rebuilt structure.
- <sup>viii</sup> J.S. Hult, "The Story of Women's Athletics: Manipulating a Dream 1890–1895," *Women and Sport: Interdisciplinary Perspectives* (Human Kinetics, Champaign, Ill., 1984), 86.
- <sup>ix</sup> *The Bizarre*, 1905, 108. At the inception of women's basketball, there were apparently three tennis clubs on campus, including the all-women's Wynneyette Club (*The Bizarre*, 1905, 110). There was another all-female club, the Racquet Tennis Club, for at least one year previously (*The Bizarre*, 1902, 128).
- <sup>x</sup> According to a history of the College, that is without a date and the name of the author, in the Office of Marketing and Communications, "Lebanon Valley College teetered on the brink of bankruptcy and faced its darkest days, which were only gradually lightened by Abram P. Funkhouser's willingness to come to the school's rescue and ultimately by the keen business sense and personal generosity of Lawrence W. Keister..."
- <sup>xi</sup> E.M. Balsbaugh, "Comment of Foot Ball Pro and Con," *The Bizarre*, 1901, 145–147. It was common for several pages of each yearbook at this time to be dedicated to satire and that may have been the author's intent.
- <sup>xii</sup> Several years would pass with no mention of women's athletics in the yearbooks or catalogs. However, the all-female Racket Club, with 22 members, was included in the 1911 yearbook. *The Bizarre*, 1911, Vol. XII, 126.

- <sup>xiii</sup> There is a picture of a group of women holding a basketball with "1905" clearly identified. Additionally, there were four members listed in the 1912 *The Bizarre* under "Tennis Varsity," two of whom are female, and Edna R. Kilmer '12 was listed as manager of tennis, which earned her a seat as a member of the Executive Board of the Athletic Council, 91.
- <sup>xiv</sup> According to a typed history of the College in the Office of Marking and Communications, "In 1914, there was a step forward. A gymnasium was built in the south end of the Administration Building. Its cost of \$5,000 had been donated by Lebanon Valley alumni..."
- <sup>xv</sup> *Lebanon Valley College Catalogue*, 1913–1914, 10–11; and Wallace, *Lebanon Valley College*, 162.
- <sup>xvi</sup> The archives contain an original printed sheet titled "Athletic Record for April 1, 1914, to April 1, 1915. It lists the women as playing six games against three competitors: Harrisburg Central High, the Hassett Club of Harrisburg, and Moravian Girls. Other sources have them playing five games and against Moravian Church rather than Moravian Girls.
- <sup>xvii</sup> *The Quittapahilla*, 1917, 239.
- <sup>xviii</sup> Several complete seasons were played, and there were several years where no games were apparently played. However, it appears that women were able to earn "a letter" for basketball during this period. "Basketball is the only sport in which the Co-eds can win a letter and as a rule very many candidates show up for the team." *The Quittapahilla*, 1919, 192. No other mention of letters for women is noted until many years later.
- <sup>xix</sup> "Athletics for Women" was first added as a line item in the 1927–1928 fiscal year. "Cash Receipts and Expenditures, Lebanon Valley College Account From September 1, 1928, to June 4, 1929," *Finance Committee Reports and Supplements*, 1929, 21.
- <sup>xx</sup> *Lebanon Valley College Bulletin*, Vol. XVII (New Series), March 1929, No. 12; and *Sixty-Third Annual Catalogue*, 1929–1930, 55–56.
- <sup>xxi</sup> "Glimpses of Our Athletic Past," *The Quittapahilla*, 1930, 187.
- <sup>xxii</sup> R.V. Acosta and L.J. Carpenter, "Women in Sport," *Sport and Higher Education* (Champaign, Ill., Human Kinetics Publisher), 313.
- <sup>xxiii</sup> "Intramural basketball was arranged for all the classes including girls' games for every class." "Intra-Mural," *The Quittapahilla*, 1930, 221.
- <sup>xxiv</sup> *The Quittapahilla*, 1930, 177.
- <sup>xxv</sup> *The Quittapahilla*, 1930, 220. The 1930 edition of *The Quittapahilla* credits hockey as having been "innovated by Miss Chapman last fall, and is required of all girls on the campus not participating in archery or Varsity basketball."
- <sup>xxvi</sup> *The Quittapahilla*, 1930, 218.
- <sup>xxvii</sup> "Girl's Hockey has developed into quite a popular sport with the girls, and, although they have not scheduled any games.... We have hopes that in the near future the girls will have developed a hockey team that will be able to match sticks against teams from other schools." *The Quittapahilla*, 1931, 197–198.
- <sup>xxviii</sup> As an example of this, Iva Claire Weirick and Charles Bartolet were named Best Athletes in 1937. *The Quittapahilla*, 1937, 113.

<sup>xxxix</sup> *The Quittapahilla*, 1937, 162. The Women's Athletic Association (WAA) was a national association that promoted female student leadership in athletic endeavors. The LVC chapter saw as its purpose "to take active charge of the women's athletic program at Lebanon Valley College, including the managing of intercollegiate competition as well as intramural activity throughout the year..." The WAA would remain an important organization at LVC through the 1960s.

<sup>xxx</sup> Lebanon Valley College *Bulletin*, Vol. XXII (New Series), March 1932, No. 12; 66th Annual *Catalogue*, 1932–1933, 4.

<sup>xxxi</sup> "The League of Athletes," *The Quittapahilla*, 1930, 169.

<sup>xxxii</sup> *The Quittapahilla*, 1938, 110. In just its second year at The Valley, the WAA was already sponsoring intramural games for the women in activities ranging from hare and hound chases to campus tennis championships, and scheduling intercollegiate matches, albeit noncompetitive contests using the terms Honor Group or Honor Team rather than varsity. Their rationale for this change in terminology paralleled national leanings in that it "ends competition between schools which usually ends in a bad feeling..."

<sup>xxxiii</sup> "To gain membership in the W. A. A., a girl must earn two hundred points. Points are earned by participating in the various sports either as a member of the honor team or by membership on a dormitory team. Letters are given to those girls who earn one thousand points." *The Quittapahilla*, 1941, 107.

<sup>xxxiv</sup> *The Quittapahilla*, 1944, 32.

<sup>xxxv</sup> Lebanon Valley College *Bulletin*, Vol. XXXI, February 1943, No. 11; *Catalogue*, 1943–1944, 71.

<sup>xxxvi</sup> "Obituary for Ernestine Smith," *The Morning Call*, February 22, 1985, 67.

<sup>xxxvii</sup> "L.V.C. Flying Dutchgirls Continue Winning Streak; Defeat Penn Hall," *Lebanon Daily News*, October 31, 1949, 6; "L.V.C. Girls' Hockey Team Has Excellent Record," *Lebanon Daily News*, November 2, 1949, 10; "LVC Field Hockey Girls Score 5th Straight Win," *Lebanon Daily News*, November 3, 1949, 39.

<sup>xxxviii</sup> *The Quittapahilla*, 1952, 151.

<sup>xxxix</sup> "LVC Intramural Sports Program in Second Year," *Lebanon Daily News*, November 20, 1956, 22. The fact that the local newspaper covered these annual events dedicated to intramural competition highlights their importance to the College. They were held for several years and included men, women, and coed championships.

<sup>xl</sup> *Statement of Intercollegiate Athletics at Lebanon Valley College*, 1955, 1, 78. This statement evolved from 44 meetings of an all-male committee during the 1954–1955 academic year.

<sup>xli</sup> Acosta and Carpenter, *Sport and Higher Education*, 1. In 1972, Title IX was put into law. It provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."

<sup>xlii</sup> Thomas Hanrahan, *From National to Regional: An Analysis of Presidential Influence on the Contraction of the Original Middle Atlantic States Collegiate Athletic Conference, 1974–1992* (Pennsylvania State University, 2004), 163.

<sup>xliii</sup> Hanrahan, *From National to Regional*, 163–164.

<sup>xliv</sup> Hanrahan, *From National to Regional*, 174–175.

<sup>xl</sup> Hanrahan, *From National to Regional*, 175.

<sup>xlvi</sup> Hanrahan, *From National to Regional*, 200.

<sup>xlvii</sup> Hanrahan, *From National to Regional*, 199.

<sup>xlviii</sup> Hanrahan, *From National to Regional*, 200–201. The MAC did establish its first championship—women’s swimming—that year, but it was not until 1978–1979 that the first championship was held for women’s basketball.

<sup>xlix</sup> Hanrahan, *From National to Regional*, 201.

<sup>1</sup> Lebanon Valley College *Bulletin*, Vol. LIV, December 1966, No. 4; *Catalogue*, 1967–1968, 190. Garman was regularly listed as director of athletics in the catalog, but only as coach or other titles in the various yearbooks. LVC apparently chose not to retain the title.

<sup>li</sup> *The Quittapahilla*, 1974, 228.

<sup>lii</sup> Hanrahan, *From National to Regional*, 203, 232–234. The men still wanted to oversee all athletics, but the women, under the leadership of Lois Bowers of Gettysburg College and Dr. Carol Fritz of Western Maryland College (who would become the MAC’s first female president), fought to have a say in how their sports were handled in the newly evolving women’s conference.

# *Chapter 17*

## *A Conversation*

### *with Stephen MacDonald:*

#### *Looking Back at 14 Years*

#### *as President and Dean*

Dr. Stephen MacDonald served as president of Lebanon Valley College from 2004 until his retirement in 2012. Prior to his term as president, he directed the academic affairs of the College as dean of the faculty and vice president of academic affairs from 1998 to 2004. As the College celebrates the commemoration of its 150th founding, Dr. MacDonald reflected on the 14 years he spent in senior leadership positions at LVC.

**Q: You didn't have any connections with LVC before you came here in 1998. What brought you here?**

**MacDonald:** You're right: I didn't know the College. However, I had heard intriguing reports about the good work that John Synodinos had done here during his presidency. The College had a reputation as a dynamic, innovative place. I had been at Dickinson College for 15 years at that point, and I was ready for a change.

**Q: What did you do at Dickinson?**

**MacDonald:** I was an associate dean; associate deans do everything. I ran the summer school, took care of visiting international scholars, led a number of institutional accreditation self-studies, directed the first-year seminar program, worked closely with faculty on interdisciplinary teaching seminars, and led efforts to develop foreign language teaching across the curriculum. All this was very interesting and stimulating. I was drawn to find out what was actually happening in the classroom: I wanted to know how and what students were actually learning.

**Q: And you thought LVC was a place to pose that question?**

**MacDonald:** Yes, I thought this College, reputed to be an institution especially devoted to student learning in the classroom, laboratory, and studio, was a place where I could engage faculty in that question. And I think I was right. The faculty were surprised, I know, that I actually wanted to visit





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their classes to watch them teach, but they welcomed those visits—at least most of them did—and I, in turn, invited them to visit my classes when I taught or team-taught courses at LVC.

**Q: What did you observe when you visited those classes?**

**MacDonald:** I saw superb teaching. There were exceptions, of course. But in most classes, I saw teachers doing extraordinary work. I saw faculty who were passionate about their disciplines and devoted to the success of their students. It was a privilege to be working with such gifted and dedicated people.

**Q: What were the most significant achievements in those six years you served as dean of the faculty?**

**MacDonald:** Two different things. One was in the area of the curriculum and the other involved the process of faculty evaluation.

**Q: Tell me about the curricular changes.**

**MacDonald:** There was a quickening of the College's academic pulse in those six years. We saw new majors and programs: music business; art & art history; the theater concentration in English; the certification in special education. I was directly involved in the development of some of these initiatives. I worked closely with the faculty in computer science, English, and business to prepare the proposal for the Digital Communications Program. We had to fight hard for the adoption of that program, which provoked strong resistance from some segments of the faculty because it was the first interdisciplinary major in the College's history. Moreover, I was the author of the proposal for the creation of the First-Year Seminar Program in 2001, which was couched as an alternative way of satisfying the first semester freshman English requirement. I taught First-Year Seminars in 2002 and 2003 when the program was introduced. Most importantly in terms of the curriculum, it fell to me to become the mid-wife of the Physical Therapy (PT) Program when that program nearly collapsed in 2002 because it failed to get initial accreditation.

**Q: Did you have previous experience with physical therapy programs?**

**MacDonald:** I had none. I knew nothing about PT. But when we did not get what is called candidacy accreditation in the spring of 2002, I had to meet with our initial class of physical therapy students—students who had been with us for three years and who were expecting to begin the professional phase of their studies with PT classes that summer—and I had to tell

those students that lacking candidacy accreditation, we could not offer any PT courses. I had to tell those students that they would have to leave LVC if they wished to proceed with a career in physical therapy. It was a terrible moment: extraordinarily painful to those students. There were tears and there was anger. I think it was the worst moment in my professional life.

**Q: Did those students leave the College?**

**MacDonald:** Most did. We helped them transfer. It was excruciating, for them and for us. I vowed that would never happen again. I threw myself directly into the work of preparing the documentation for our next application for candidacy. We appointed a new chair of the Physical Therapy Department. I worked closely with him and his colleagues. I wrote and edited much of what we had to submit to the accrediting commission. And, in spring 2003, we secured our candidacy accreditation. Finally, in 2006, we graduated our first students with the degree of doctor of physical therapy. It was a great moment for the College.

**Q: And didn't you somehow end up on the PT accrediting agency?**

**MacDonald:** Yes, a remarkable journey. Physical therapy programs in the United States are accredited by something called the Commission on Accreditation in Physical Therapy Education—CAPTE, for short. It was CAPTE that had played the role of villain in denying us candidacy in 2002. Well, CAPTE was so impressed by the work we did in turning around our sad tale of woe from 2002 into our ringing success in 2003 that they asked me to do some on-site visits to other schools going through similar processes, and then in 2007 they invited me to join CAPTE itself for a four-year term. Wonders never cease.

**Q: You said the other significant achievement during your time as dean was in the area of faculty evaluation.**

**MacDonald:** When I arrived in 1998, I was surprised—astonished, actually—to learn that at LVC peer evaluation played no role in the faculty evaluation process. Faculty had no voice in assessing their colleagues' teaching, scholarship, and service in the process of review for tenure and promotion. This is standard good practice at virtually all American institutions of higher learning. I had to fight very hard to persuade the faculty to accept the responsibility of peer evaluation as an essential part of their professional duties. It was a fight I finally won although it did not actually go into effect until just after I had left the dean's office and become president in 2004.

**Q: You must have experienced failures or disappointments during your six years as dean of the faculty. What were they?**

**MacDonald:** There were plenty of disappointments and more than one failure. The biggest one was my bright idea of proposing that the faculty reconceive and reconfigure the curriculum so that students take four courses per semester instead of five and that faculty teach three courses per semester instead of four. I thought this reconfigured curriculum would allow for a deeper, more thoughtful, less fractured approach to learning and teaching. The faculty spent almost two years thinking about this idea and then they decided by a 2 to 1 margin that they preferred the old curriculum, thank you very much. Painful.

**Q: You became president when your predecessor, David Pollick, left LVC in 2004.**

**MacDonald:** Initially I became president only on a temporary, acting basis. I told the chair of the Board of Trustees, Bill Lehr, that I was not interested in being a candidate for a permanent appointment. I was not interested because I had never set out to become a college president.

**Q: What changed your mind?**

**MacDonald:** Several things. A number of colleagues—senior administrators, faculty, some members of the Board of Trustees whose counsel I especially valued—came to me and urged me to become a candidate for the presidency. Then there was the stimulating experience that my wife, Mary Warner, and I had at Alumni Weekend in early June 2004 when we presided over a very busy three-day schedule. We had a marvelous time. When the weekend was over, we looked at each other and said, “You know, we can do this job!” So I told Bill Lehr that I’d like to be a candidate after all. He put the external search process on hold, the board ran me through a version of that process with a series of intensive forums and examinations by various groups on campus—faculty, administrators, students—in late summer and early fall. Things went well. In October 2004, the board unanimously selected me as the 17th president of the College.

**Q: You had never thought about becoming a president, you said. Now that you had become one, did you know what you wanted to accomplish?**

**MacDonald:** That had become clear to me in the process of my examination by the board. I understood that I had to complete the transformation of a fragile institution into a strong one through enrollment growth generated by an innovative financial aid system. The new revenues produced by



the enrollment growth, sustained by budgetary discipline, would support physical plant renewal and academic and non-academic program initiatives. There was nothing new in this. In broad strokes, it is what David Pollick had been doing between 1996 and 2004 and what John Synodinos had done between 1988 and 1996.

**Q: So you conceived your presidency as a period of continuity?**

**MacDonald:** Yes, continuity. I explicitly used the word. I said we needed to complete tasks. The College required continuity of leadership to complete an unfinished major campaign and an unfinished building agenda. I was very different from my predecessor in temperament and presentation. We were dramatically different in style: David Pollick joked that while we were both from the coast, there was no mistaking that he was from California and that I was from Massachusetts. But I shared his goals for LVC. And now, in 2015, looking back on the presidencies of the three of us—eight years of John Synodinos, eight years of David Pollick, and eight years of Steve MacDonald—I think one detects, despite all the differences of personality, an impressive 24-year period of continuity of purpose marked by enrollment growth, physical plant transformation, and curricular regeneration. A College, which in 1988 had only 790 students and was just about ready to fail, had by 2012 more than twice that enrollment and had become strong and resilient. That's a remarkable success story.

**Q: In the short run, what was your most urgent task on becoming president in 2004?**

**MacDonald:** That was very clear: I had to bring the Great Expectation Campaign to a successful completion. That campaign had actually been going on since 1997, but it had assumed its full-blown, \$50 million dollar goal only in 2000. When I became president in 2004, we had already raised something like \$43 million, so we were more than 80% of the way to the finish line and you might suppose that this would have seemed an easy task to get the remaining \$7 million. But the Garber Science Center—what we now call the Neidig-Garber Science Center—posed a problem. The projected cost of renovating that building had grown to more than \$18 million. The trustees insisted that we raise \$13 million in gifts designated for that project before we could begin renovating the building. However, by 2004 we had raised only about \$7 million for Neidig-Garber as part of that \$43 million.



**Q: So you had to raise \$6 million specifically for the science center regardless of whether you reached the \$50 million general target for the campaign?**

**MacDonald:** Well, the trustees reduced the required minimum in gifts for the Neidig-Garber renovation to \$10 million after a feasibility study showed that \$13 million was not possible. Therefore, the target for the science center was an additional \$3 million in dedicated gifts. We launched a focused mini-campaign for the science center while the Great Expectations Campaign ground forward. We brought both campaigns to a conclusion at the end of June 2007. The Great Expectations Campaign finished with more than \$55.4 million, the largest and most successful fund-raising effort in the College's history. Five days before the campaign ended, Ed and Jeanne Arnold, in response to my personal appeal, provided the final gift that eased the Science Center initiative over the \$10 million goal as a part of that campaign.

**Q: So you were then able to renovate the science center?**

**MacDonald:** We were effectively rebuilding it in place—repairing an airplane while it was flying, as someone said. It contained all our science labs, so we could never shut the whole building down. We cut it in half along its east-west axis and built a temporary wall down the middle. We transferred all its functions first to the northern half of the building and completely gutted and rebuilt the southern half. Then we shuffled everything and everybody over to the new southern half and gutted and rebuilt the northern half. And when that was finished, we removed the temporary wall and stitched up the now completed whole. And it actually worked! No one had been crushed, impaled, or electrocuted. The building is beautiful and functional.

**Q: Is this the principal task of college presidents? To construct buildings?**

**MacDonald:** It depends. What does the college need? John Synodinos back in 1988 inherited a College with a deplorable physical plant. This College looked awful in 1988; it was one the reasons students did not want to come here. John and his successors—David Pollick and I—spent the next quarter century and about \$80 million transforming an unattractive, dysfunctional place into a gracious, appealing campus with state-of-the-art classrooms, laboratories, athletic facilities, and living and dining spaces that compared favorably to any of the nearby colleges and universities with which Lebanon Valley College competes ferociously for students. We changed an ugly place into a beautiful place. That was arguably a good thing in itself. But it was not done as an aesthetic exercise. Had we not built a handsome library

and attractive new dorms, and a practically new science center and a dazzling new basketball arena, and had we not transformed a tired old student center into a light and airy showpiece of student life, and had we not rebuilt the old site of the gymnasium into an atrium surrounded by modern classrooms we would, eventually, have ceased doing business. Students would have gone elsewhere: they have plenty of good choices.

**Q: So do you regard the buildings constructed during your tenure in office as your legacy?**

**MacDonald:** Certainly, it's part of it. I am very gratified by the work we did with Neidig-Garber, and with Stanson Hall, with the renovation of the Humanities Building, and especially with the Mund College Center, which was finished in the spring of 2012 just as I was completing my term of office as president. We brought all of these projects in on schedule and we brought every one of them in under budget. But I think the best work I did as president, the work I'm most proud of, had nothing to do with buildings.

**Q: And what was that?**

**MacDonald:** I think my best work was as a crisis manager during the awful winter of 2008–2009 when the entire country was reeling from the initial shock of the Great Recession. As layoffs, work-hour-reductions, bankruptcies, and foreclosures began to swamp millions of middle-class families with modest income across the United States—precisely the people whose children attended LVC—we moved preemptively to signal to our families that they should not panic and withdraw their sons or daughters from the College or fail to send them back following the holiday break. We responded quickly and creatively and communicated effectively to our constituents. We put additional financial aid to good tactical and strategic use. I spoke directly and without artifice to students and parents about their financial situation and to faculty and staff about the financial realities of the College. We did not lose our heads; we did not throw anyone overboard. We kept faith with all our people. Our highest paid employees took a one-year pay freeze for 2009–2010 and we let some positions go vacant for a time. But we sustained our faculty, administrators, and staff at a time when it was tempting to think that we might get through a difficult patch by letting a few housekeepers go. I'm very proud that we did not do that.

**Q: “He Did Not Panic.” Should that be your epitaph?**

**MacDonald:** Or “He Mended Fences.” When I came to the presidency, we had poor relations with Annville. Our students complained that they were routinely being stopped while walking in town by Annville police who

claimed to be enforcing local curfew ordinances. Some townspeople complained that the College was gobbling up township property and failing to pay a fair share of the cost of public services. Instances of occasional misbehavior by LVC students were held up by certain neighbors as evidence that the College was ruining the township.

**Q: Aren't these kinds of complaints typical of town-gown tensions?**

**MacDonald:** Versions of these things are commonplace in small college towns. There was the additional complaint that the College's president—my predecessor—had not treated the township and its officials with suitable deference and respect. I was determined to set this right. So my wife and I had the township commissioners and their spouses up to Kreiderheim for dinner. I began to regularly attend township commissioner meetings. I paid attention at those meetings. I asked modest questions. I marched in the annual Memorial Day Parade with other LVC military veterans, a move that was regarded favorably with the greater Lebanon community and created immediate friendships with some local officials who had previously been very hostile to the College. In short, I showed respect to my neighbors. People stopped demonizing the president of Lebanon Valley College.

**Q: And the College did some serious collaboration with the township as well.**

**MacDonald:** Yes, we worked closely with Annville on the second stage of their urban renewal initiative called the "Downtown Project" that significantly transformed the first two blocks of the north side of E. Main St. I helped dedicate the opening of the handsome town center at the intersection of Routes 422 and 934 in the last days of my presidency in July 2012.

**Q: You've been retired more than four years now. Looking back at your years as president, are you satisfied that you were able to achieve everything you wanted to achieve?**

**MacDonald:** You never get everything done. We never figured out how to make Carnegie Library handicapped accessible. We never figured out how to beat Delaware Valley at football. There are invariably disappointments. I wish we had had a more successful reaccreditation visit from the Middle States Association of Colleges and Schools in spring in 2012. That was a disappointment.

**Q: Do you miss being president?**

**MacDonald:** No. I had done my work and was ready to step away. I miss my colleagues. I miss the students; I liked them a lot; I enjoyed being called “Prez Mac.” Being president of Lebanon Valley College was the most unexpected and most gratifying thing that ever happened in my life. I am an enormously fortunate man to have been asked to serve as president of this College. And I am satisfied that for all my shortcomings and inadequacies, I did the job I was charged with doing back in 2004: I completed the transformation of LVC that John Synodinos had begun and that David Pollick had continued. We turned a failing, flailing school into a strong college with a beautiful campus, an exemplary physical plant, robust enrollments, a revived academic program, and an able, confident faculty. It took a quarter century. But that’s no mean thing that John and David and I achieved. I’m proud to have been part of that.

# Acknowledgments

I am deeply grateful for all of those who had a hand in this book:

**Howard Applegate**, for recommending to President MacDonald that I become involved in this project and for his work on the oral history of the College;

**Lewis Thayne**, without whose support this history of the College would not have come to completion;



*Wesley T. Dellinger '75, P'05, chair  
of the College's Board of Trustees,  
2012-present*

**Thomas Hanrahan, Daniel Massad, Mark Mecham, and Stephen MacDonald** for their interpretative essays;

**Paul Fullmer, Gary Grieve-Carlson, and John McEllhenney** for their suggestions on reading Part One;

**Maureen Anderson Bentz, Kate Ruhl Gerdes, Becky Fullmer and Thomas Hanrahan** for their helpful edits of the entire manuscript;

**Richard Beard, Anne Berry, William Brown, Richard Charles, Ross Fasick, James Felton, Deborah Fullam, Robert Hamilton, Bryan Hearsey, Barry Hill, Gregory Krikorian, George**

**Marquette, Owen Moe, Howard Neidig, John Norton, Lynn Phillips, David Pollick, Kevin Pry, Thomas Reinhart, and Gregory Stanson** for their willingness to answer questions and provide information;

**Emily Acri**, who created the 150th Anniversary logo and design; **Maureen Anderson Bentz**, who scoured the archives for many of the wonderful photographs used; **Jasmine Ammons Bucher**, who designed the book; and **Martin J. Parkes**, who shepherded the book through a maze of publication details with excellence;

**Edna Carmean and Paul A.W. Wallace**, whose previous writings about the College were an invaluable resource; and

My wife, **Lenore Williams**, for being an encourager extraordinaire.



# Contributors

**Thomas M. Hanrahan** has always had an interest in intercollegiate athletics. His doctoral dissertation focused on the Middle Atlantic States Collegiate Athletic Conference. His initial role on the staff of Lebanon Valley College was as director of sports information, and he is now director of editorial standards and brand messaging. He also served as editor for this history.

**Stephen C. MacDonald** served as president of Lebanon Valley College from 2004–2012. He has a Ph.D. from the University of Virginia in modern European history. Prior to becoming president of Lebanon Valley College, he had been the College's vice president of academic affairs and dean of the faculty, from 1998–2004.

**G. Daniel Massad**, artist and writer, has taught as an adjunct professor at Lebanon Valley College in the Art & Art History Department, the English Department, and the Honor's Program. On the advisory council of the Suzanne H. Arnold Art Gallery since its inception, Massad has also served as the College's artist-in-residence since 1993. His work can be found in many private and public collections, including the Metropolitan Museum of Art, the Philadelphia Museum of Art, and the Art Institute of Chicago.

**Mark L. Mecham**, Lebanon Valley College professor *emeritus* of music, was the College's inaugural D. Clark and Edna J. Carmean Distinguished Professor of Music. He chaired the Music Department from 1990 to 2014, while also serving as conductor of the College's Concert and Chamber choirs. Dr. Mecham conducted choirs, served as an adjudicator, and gave clinics in 19 states, the District of Columbia, and in various parts of the world.

**J. Dennis Williams** has been a pastor, director of United Methodist Studies at a theological school, and a United Methodist District Superintendent. He has been a trustee of Lebanon Valley College since 1976 and is presently a trustee *emeritus*.

# *Afterword*

*Wesley T. Dellinger '75, P'05  
Chair of the College's Board of Trustees*

It was not long after this College was founded that my family began its deep connection to Lebanon Valley College. In 1886, my great-grandfather, James T. Spangler, enrolled. He joined the faculty in the fall of 1890, months after graduation. He would later become the College's second dean of the faculty.

These connections continued as my great uncle, John Curvin Strayer, Class of 1906, lost personal possessions in the 1904 Christmas Eve fire that destroyed the Administration Building. It housed students on its third floor at the time. Since then, more than 15 members of my family can proudly claim to be graduates of Lebanon Valley College, including my father, wife, daughter, two brothers, a niece, four brothers- and sisters-in-law, and several uncles and cousins.

I am exceedingly proud of my family's history at Lebanon Valley College. However, our connections are in no way unique at The Valley. There are many who share a family legacy that connects them to our College. These legacies continue as the sons and daughters—and nieces and nephews—of Valley alumni continue to enroll in large numbers at this great institution.

One of these legacies, Marie Gorman '17, in fact recently participated in a class that conducted research on the College's history in anticipation of this celebratory anniversary year. The daughter of David '80 and Dr. Kim Foster Gorman '82, Marie researched the history of six LVC graduates who served in the Vietnam War. Several of her classmates presented their research during the College's 150th Anniversary Celebration in Lutz Hall of the Bertha Brossman Blair Music Center on Feb. 23, 2016.

These classmates—Michael Mango-Puglisi '17, Rebecca Sausser '16, and Jeanette Tropp '17—discussed the national and international impact of three LVC graduates. Michael spoke about Charlie Gelbert, Class of 1928, who won a Major League Baseball World Series with the St. Louis Cardinals. Rebecca shared her research on Lottie Spessard, Class of 1913, who served as a missionary around the world, including in the Philippines during World War II. Jeanette highlighted how Paul Keene, Class of 1932, revolutionized the organic food movement after teaching math in India, where he learned about organic farming.

Marie, Michael, Rebecca, and Jeanette represent a mere sample of the great work accomplished by our students and faculty today. From an increasing number of students studying abroad, and conversely a greater numbers of students from abroad studying here, Lebanon Valley College is increasingly global. Yet, despite recently enrolling some of our most diverse classes in history, there is much work to be done to become a place of true Inclusive Excellence and accomplish a primary goal of our new strategic plan, *Envision 2020*—to prepare World-Ready Graduates.

Fortunately, based on the College's first 150 years and its current leadership, I have no doubt that we will succeed. From its founding, LVC has been at the forefront of many progressive issues, including providing rigorous education, leadership roles, and faculty positions to both genders; and having a system of shared governance between faculty, administration, and board leadership. The College enrolled students from underrepresented populations, including Native Americans and students from Japan and Sierra Leone, and offered intercollegiate athletics for men and women decades before many of our nations "elite" colleges and universities.

In 2016, LVC is 1,600 students strong. They are part of a dynamic and engaged learning community. Our 16,000+ graduates are active members of their local, national, and international communities where they make a difference globally.

This book by the Rev. Dr. J. Dennis Williams H'90 celebrates our past, but also lays a foundation for our future as we look forward to what is yet to be accomplished. Our new strategic plan and campus master plan, *One Campus*, will guide the College as it embarks on the start of its next 150 years. It has been an incredible institution for the Dellinger family and thousands of other graduates—I know you will join me in celebrating as we embark on the next stage of the College's journey!







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